# THE DOMINANT FACTORS OF
# EMPLOYEE'S PSYCHOLOGICAL WELL-BEING
# CONDITION IN COMPANY
# WITH HIGH EMPLOYEE TURNOVER RATE
# BASED ON CASE STUDY
# UPON PUBLIC ACCOUNTING FIRMS IN JAKARTA

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A thesis presented to the Faculty of Economics President University in partial fulfillment of the requirements for Bachelor Degree in Economics Major in Management



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# PANEL OF EXAMINERS
# APPROVAL SHEET


The Panel of Examiners declare that the thesis  entitled "**The Dominant Factors of Employee's Psychological Well-Being Conditions in Company with High Employee Turnover Rate Based on Case Study upon Public Accounting Firms in Jakarta**" that was submitted by Elvina majoring in International Business from the Faculty of Economics was assessed and approved to have passed the Oral Examinations on February 16, 2012.


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This thesis entitled **"The Dominant Factors of Employee's Psychological Well-Being Conditions in Company with High Employee Turnover Rate Based on Case Study upon Public Accounting Firms in Jakarta"** prepared and submitted by Elvina in partial fulfillment of the requirements for the degree of bachelor in the Faculty of Economics has been reviewed and found to have satisfied the requirements for a thesis fit to be examined. I therefore recommend this thesis for Oral Defense.

Cikarang, Indonesia, January 31, 2012

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# DECLARATION OF ORIGINALITY

I declare that this thesis, entitled "**The Dominant Factors of Employee's Psychological Well-Being Conditions in Company with High Employee Turnover Rate Based on Case Study upon Public Accounting Firms in Jakarta**" is, to the best of my knowledge and belief, an original piece of work that has not been submitted, either in whole or in part, to another university to obtain a degree.

Cikarang, Indonesia, January 31, 2012

**Elvina**

# ABSTRACT

Based on IAPI, there are 501 offices registered as Public Accounting and Consulting Firm in Indonesia. Public accounting firm is having high Employee Turnover Rate. The main challenge that is often experienced by a company related with its human resource is to stand their potential employee not to move to another company. This research is aiming to identify the best action to retain company's productive employee by maintain their Psychological Well-Being condition in a positive level, particularly for public accounting firms. The research is focusing on identifying the level of employee's psychological well-being condition of employees who are working at Public Accounting Firm, specifically in Audit Division as this division has highest Employee turnover rate compared to other divisions. The researcher used quantitative research and primary data gathered via questionnaires in order to elaborate the subjects of this thesis. The finding of this research has been done by applying descriptive statistic and factor analysis. By using those statistical tools, this research resulted in the identification of to what extent is the level of employee's Psychological Well-Being occurred in a company with high employee turnover rate and the dominant factors of employee's Psychological well-being condition within the company. The conclusion of this research is inconvenient working condition—high stress, tight deadline, high pressures and large workload—does not mean filled by employee with low psychological well-being conditions and there are three dominant factors of employee's Psychological Well-Being—maintain good relationship with others and improvement by having a mentality as a learner, continual improvement through self-government, and under-controlled autonomy and self-security. The higher quality of mentioned factors, the happier employee would be—equal to higher Psychological Well-Being Level.

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I believe that **there is no perfection, but excellence**. So, this thesis report is constructed as one form of my very best effort in arranging my research experience starting September 2011 up to January 2012.

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# LIST OF ACRONYMS

**PWB**: Psychological Well-Being

**ETR**: Employee Turnover Rate

**SA**: Self-Acceptance

**PR**: Personal Relation with Others

**AU**: Autonomy

**EM**: Environmental Mastery

**PL**: Purpose of Life

**PG**: Personal Growth

**FA**: Factor Analysis

**SIM**: Successive Interval Method

**MSA**: Measure of Sampling Adequacy

**KMO**: Kaiser-Meyer-Olkin Measure of Sampling Adequacy

# LIST OF APPENDICES

# CHAPTER I    INTRODUCTION

## 1.1.    Background of the Study

The main challenge that is often experienced by a company related with its human resource is to stand their potential employee not to move to another company. Company with high employee turnover cannot be defined by exact characteristics. There are a lot of factors involved in causing a company having high employee turnover rate upon its employee. Company's condition which is closed to bankruptcy, low potency to be developed, environmentally under pressure; those kind of stuffs might be a reason of a high employee turnover rate upon a company.

Employee turnover rate is actually needed for them who has low capability in his / her job performance, which has been less productive compared to his / her previous job performance. Employee turnover rate becomes a problem when its percentage growing higher than 5% per year, when large number of new hired employee have left the company less than one year job experience.

According to the Secretary General of the Indonesian Institute of Certified Public Accountants (IAPI), there are 501 offices registered as public accounting and consulting firm in Indonesia[1]. Most of them are having high employee turnover rate. As it is described in the previous paragraph, the reason for a person until he / she decides to resign from his / her previous company is vary, one of them is believably because they would like to find or already found better opportunity for themselves.

Derived from fact that most public accounting firms are having high employee turnover rate plus high pressure on its employees, researcher is interested with this phenomenon. It has been clear enough that job satisfaction level is impacting the

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[1] *2011 indonesian Laws: The Good, The bad, and The Ugly*. Weekly Law Digest. January 6, 2012.

employee turnover level of a company, especially company with high stress, tight deadline, high pressures and large workload tend to have high employee turnover.

Researcher is aiming to dig more than just the relationship between job satisfaction level and company's employee turnover rate. Researcher attempts to identify the dominant factors of employee's psychological well-being (PWB) condition of them who are working in company with high employee turnover rates seeing to the fact that job satisfaction is a part of Psychological Well-Being. Psychological condition of someone gives great impact towards his / her daily activity, including his / her works quality.

Several decades ago, people simply doing their work to have success career path and to fit the job provided in the organizations. At 21$^{st}$ century, those paradigms have changed. It has been shifted to a new paradigm about what people actually pursue in their workplace.

| OLD PARADIGMS | NEW PARADIGMS |
|---|---|
| Job Security | Employability Security |
| Longitudinal Career Path | Alternate Career Paths |
| Job / Person Fit | Person / Organization Fit |
| Organizational Loyalty | Job / Taskl Loyalty |
| Career Success | Work / Family Balance |
| Academuc Degree | Continuous Relearning |
| Position / Title | Competencies / Development |
| Full-Time Employment | Contract Employment |
| Retirement | Career Sabbaticals |
| Single Jobs / Careers | Multiple Jobs / Careers |
| Change in jobs based on fear | Change in Jobs based on growth |
| Promotion tenure based | Promotion performance Based |

**Figure 1.1. Workforce 2010**
Source: *Workforce trends 2010: Changing Career Paradigm*[2]

Figure 1.1 clearly depicts there has been a shifting from the old paradigm of what people pursue in their workplace in to a new paradigm. The new paradigm shows

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[2] *Workforce trends 2010: Changing Career Paradigms*. Retrieved January 3, 2011 from http://hrblog.typepad.com/perfect_labor_storm/2009/05/workforce-trends-2010-changing-career-paradigms-.html#axzz1iNxK2ohA

the influence of people's need for the contentment in somebody's psychological well being. Workforce 2010 is showing the paradigm movement upon most employees in the world. It depicts the preferable and things as their consideration in choosing their workplace. They are choosing their work which is in alignment with the pursuing of their happiness—another definition of positive psychological well-being—toward their job.

Surveys for recent and upcoming generations of employees clearly show majority of employee desire greater meaning of personal development from their work and suggest many workers see their work as a calling-enjoyable, fulfilling, and socially useful. (Avolio & Sosik, 1999; Wrzesniewski, Mc Canley, Rozin and Schwartz, 1997).

There are several research overseas has raised the topic related with company who has high employee turnover rate. Researcher would like to identify the psychological well being condition of employee who are working in well-known multinational public accounting firm in Jakarta which has high employee turnover rate. The identification will be then lead into a further analysis about the role of employees' psychological well-being in reducing company's employee turnover rate into a normal level.

## 1.2.   Problem Identified

Researcher researched toward five public accounting firms registered in Jakarta. Selected companies have high pressure on its workload. In other words, the level of stress and work pressure towards its employee should be high. From those selected companies, researcher found fact that Audit Division is having the biggest employee turnover rate compared to other division.

Researcher found those selected public accounting firms are having high pressure on its workload, followed by the total number of its hired employees who are considered as lack during peak season period. Mentioned facts clearly depict there

are a problem in this company refer to companies' workload, assignments with tight deadline and its need upon employee in peak season.

It is a common thing for those public accounting firms to hire additional employee during peak season period—just about three months hired to fulfill the high demands coming from clients during those period of time.

Those identified problems have a great opportunity of affecting psychological well being condition of the employees who are working there.

## 1.3. Statement of the Problem

According to the problem identification which has been previously elaborated, this research is aiming to render a possible solution for the company in answering below question:

"What is the effect of working conditions in company with high employee turnover rate toward its employee's Psychological Well-Being Condition?"

To answer above question, the following needs to be identified in advance:

1. To what extent is the level of employees' Psychological well-being occurred in a company with high employee turnover rate.
2. The dominant factors dominating employees' Psychological well-being conditions within the company.

## 1.4. Research Objective

This research is aiming to identify applicable action to retain company's productive employee by maintain their Psychological Well-Being condition in a positive level based on the identified dominant factors.

## 1.5. Significance of the Study

These are the significance of the Study seeing from several perspectives:

### 1. Researcher

The research process starting from the identification of the problem until it comes up with the recommendation is belief will enrich the researcher's knowledge and skill in the area where the research is conducted.

### 2. Company with High / Unhealthy level of Employee Turnover Rate

The recommendation given within this research is belief will be useful for the observed companies as it is made based on the research conducted and surely applicable to be implemented within the company as an effort of reducing its employee turnover rate. The recommendation given allows the company to retain its employee.

The result of this research will be beneficial for other companies who are facing the same problem as previously mentioned (see 1.2. Problem Identified). The recommendation can be implemented at their company with the same objective which is to reduce employee turnover rate by maintaining employee's Psychological Well-Being condition in a positive level.

### 3. Undergraduate President University Students

Academically, this research is allowing other students to do further observation about psychological well-being of the employees who are working in the company with high employee turnover rate.

## 1.6. Theoretical Framework
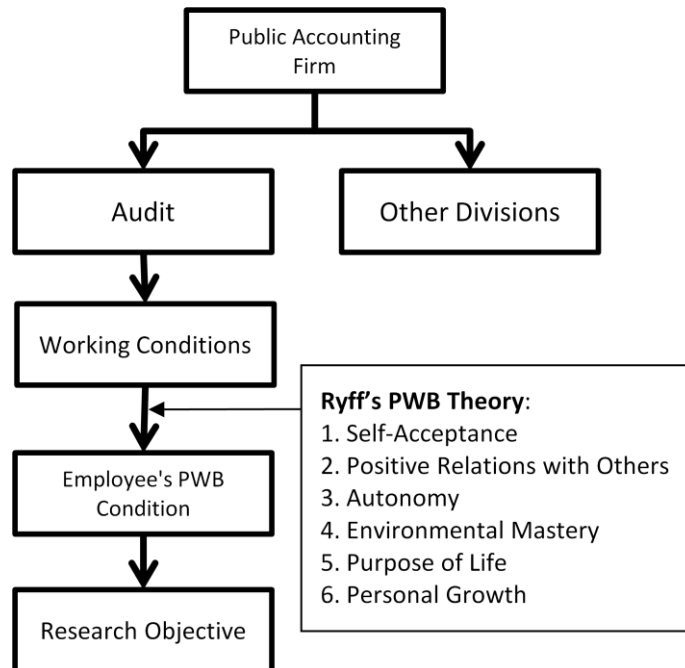


**Figure 1.2. Theoretical Framework**
Source: Developed by Researcher

Research subject was coming from several multinational public accounting firms in Jakarta. Previously, researcher has mentioned that most public accounting firms are having high employee turnover rate. Thus, researcher selected respondents who are an employee of public accounting firm.

Derived from fact that Audit Division has highest Employee Turnover Rate compared to other divisions, this research is done particularly only upon employee within audit division.

Researcher would like to identify respondents' Psychological Well-Being condition as people who are working in under pressure environment with identified problem as researcher has elaborated in 1.2. Problem Identified. The measurement is done based on Ryff's 6 Dimensions of Psychological Well-Being (Ryff, 1989).

Research is conducted via distributing questionnaires to the respondent with criteria employee of public accounting firm specifically in Audit Division. Detail explanation about how the research was conducted is provided in Chapter III.

All identified facts from the research will be observed with the aim of achieving the set up objective— identify applicable action to retain company's productive employee by maintain their Psychological Well-Being condition in a positive level based on the identified dominant factors.

In order to achieve the set research objective, researcher should identify to what extent the level of employees' Psychological well-being occurred in a company with high employee turnover rate and the dominant factor that best described the employee's PWB condition.

## 1.7. Scope and Limitations of the Study

The research is focusing on identifying the level of employee's psychological well-being condition of employees who are working at the company with criteria as previously elaborated. The research is done by gathered primary data collected through questionnaires distributed toward the employees of several public accounting firms in Indonesia. All selected public accounting firms are multinational company.

The research is conducted by analyzing the PWB of the employee in the division within the company with highest employee turnover rate within the last three years.

The psychological well-being condition of the employee is being research by using Ryff's theory (Ryff, 1989) as the basic theory, supported by several related theories which are elaborated more specifically in the next chapter.

## 1.8. Definition of Terms

**ETR (Employee Turnover Rate)**: number of permanent employees leaving the company within the reported period versus the number of actual active permanent employees on the last day of the previous reported period.

**PWB (Psychological Well-Being)**: somebody's feeling about their daily activity. These feelings can be ranged from negative mental state, such as dissatisfaction with life, solicitudes and so forth up to positive mental state such as potency realization / self actualization.

**Job Satisfaction**: pleasurable or positive emotional state resulting from appraisal of one's job or job experience; employee's perception of how well their job provides those things that are viewed as important.

**Self-acceptance**: an acceptance of yourself as you are.

**Self-esteem**: a person's overall sense of self-worth or personal value; which can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviors.

**Positive Relations with Others**: a direct relationship between two variables in which as one increases the other can be expected to increase; bring positive impact in both side.

**Autonomy**: the quality or state of being self-governing; self-directing freedom and especially moral independence.

**Environmental Mastery**: a sense of mastery and competence in managing the environment.

**Purpose in Life**: having a clear goal to be achieved in life.

**Personal Growth**: self-guided improvement—economically, intellectually, or emotionally—most frequently with a substantial psychological or spiritual basis.

**Self Actualization**: the desire for self-fulfillment, a tendency of becoming actualized in one's potency and becoming everything that one is capable of becoming.

**Peak Season**: the busiest period for public accounting firm, particularly in audit division. It is happened starting from December up to April.

# CHAPTER II    LITERATURE REVIEW

## 2.1.    Definition

Researcher had searched the definition on several key terminologies within this research. Definition is very important to be understood. The purpose of providing below reference described the definition of Employee Turnover and Psychological Well-being is to make researcher and readers having the same understanding about those terms.

### 2.1.1.    Employee Turnover

These are definition based on Merriam Webster Dictionary. Employee defines as one employed by another usually for wages or salary and in a position below the executive level. Turnover defines as to give something over the control or possession of another usually under duress.

Employee Turnover is the relation of workers around the labor market; between firms, job and occupations, and between the states of employment and employment (Ongori, 2007).

Employee Turnover refers to the number of permanent employees leaving the company within the reported period versus the number of actual active permanent employees on the last day of the previous reported period (physical headcount).[3]

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[3]*Human Resources: Employee Turnover Definition.* Retrieved December 2, 2011 from http://www.biz-development.com/HumanResources/3.7.Employee-Turnover.htm

### 2.1.2. Psychological Well-Being

These are the definition based on Merriam Webster dictionary. Psychology defines as the mental or behavioral characteristics of an individual or group; the study of mind and behavior in relation to a particular field of knowledge or activity. Psychological defines as something of or relating to psychology. Well-being defines as the state of being happy, healthy, and prosperous.

Psychological well-being refers to somebody's feeling about their daily activity. These feelings can be ranged from negative mental state, such as dissatisfaction with life, solicitudes and so forth up to positive mental state such as potency realization / self actualization. (C. Ryff, 1995).

## 2.2. Employee Turnover

In this particular sub chapter, researcher trying to gather several references in regards of the cause of people until they decide to resign from their former company. Further reference provides the clear measurement of how to determine the minimum limit for a company's employee turnover rate to be considered as healthy employee turnover rate.

### 2.2.1. Reasons of Employee Turnover

There can be one or more reasons for employee leaving the company. Those reasons are related to different factors like job description, salary, organizational culture, local economy, works load, duration on current position, personality, and so forth. One of the predominant reasons for leaving of position is the local economy and ratio of demand for employees and number of employees that are looking for a job. If there are more jobs available, than the employee turnover is higher, since employees are trying to get better offer. **The Maslow's Hierarchy of Needs** explains the structure of human needs. If they are not fulfilled, the

employee will look for the environment that will satisfy his / her needs. (Greenberg & Robert, 2003).

### 2.2.2. Healthy Employee Turnover

It is important for a company to manage its employee turnover rate at acceptable level. Seeing to the fact that new employees are more motivated and open to demands of their, actually the certain employee turnover is advantageous.

When it comes to employees, they give experience, but at the same time tend to be more resistant to change and to new requirement. The healthy employee turnover rate depends on the company, organization and business objectives, but anything up to 5% on annual level is acceptable.[4] Too high employee turnover may cause organizational problems, while too low or no turnover is causing lack of idea generation and resistance to changes.

## 2.3. Psychological Well-Being

Researcher attempts to find theory which raised Psychological Well-Being as the topic. The theory finding process has brought researcher into Ryff 6 Dimensions of Psychological Well-Being which will be elaborated further in this sub-chapter.

### 2.3.1. Ryff Psychological Well-Being Scales

The Ryff inventory consists of either 84 questions (long form) or 54 questions (medium form). There is also a short form, but it is statistically unreliable and therefore should not be used for assessment. Both the long and medium forms consist of a series of statements reflecting the six areas of psychological well-

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[4] Nobilis, Laurus. *Employee Tunover Rate within the Company*. Retrieved January 25, 2012 from http://ezinearticles.com/?Employee-Turnover-Within-The-Company&id=6561366

being: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Respondents rate statements on a scale of 1 to 5, with 1 indicating strong disagreement and 6 indicating strong agreement—Likert Scaling.

The following are example statements from each of the areas of well-being measured by the Ryff inventory:

- Self-Acceptance
  I like most aspects of my personality.
- Positive Relations with Others
- People would describe me as a giving person, willing to share my time with Autonomy
  I have confidence in my opinions, even if they are contrary to the general consensus.
- Environmental Mastery
  In general, I feel I am in charge of the situation in which I live.
- Purpose in Life
  Some people wander aimlessly through life, but I am not one of them.
  others.
- Personal Growth
  I think it is important to have new experiences that challenge how you think about yourself and the world.

Responses are totaled for each of the six categories. For each category, a high score indicates that the respondent has a mastery of that area in his or her life. Conversely, a low score shows that the respondent struggles to feel comfortable with that particular concept. See Table 2.1 below.

| Dimension | Definition |
|---|---|
| **Self-acceptance** | *High scorer:* Possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of self, including good and bad qualities; feels positive about past life. |
| | *Low scorer:* Feels dissatisfied with self; is disappointed with what has occurred with past life; is troubled about certain personal qualities; wishes to be different than what he or she is. |
| **Positive relations with others** | *High scorer:* Has warm, satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships. |
| | *Low scorer:* Has few close, trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others. |
| **Autonomy** | *High scorer:* Is self-determining and independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards. |
| | *Low scorer:* Is concerned about the expectations and evaluations of others; relies on judgments of others to make important decisions; conforms to social pressures to think and act in certain ways. |
| **Environmental mastery** | *High scorer:* Has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values. |
| | *Low scorer:* Has difficulty managing everyday affairs; feels unable to change or improve surrounding context; is unaware of surrounding opportunities; lacks sense of control over external world. |
| **Positive relations with others** | *High scorer:* Has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living. |
| | *Low scorer:* Lacks a sense of meaning in life; has few goals or aims, lacks sense of direction; does not see purpose of past life; has no outlook or beliefs that give life meaning. |

| **Personal growth** | *High scorer:*  Has a feeling of continued development; sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness. |
| --- | --- |
|  | *Low scorer:*  Has a sense of personal stagnation; lacks sense of improvement or expansion over time; feels bored and uninterested with life; feels unable to develop new attitudes or behaviors. |

**Table 2.1. Definitions of Theory-Guided Dimensions of Well-Being**
Source: Ryff and Keyes (1995, p.1072)

### 2.3.2.  Development of Instrument

Ryff began the process of designing an instrument to measure the theoretically-grounded core dimensions of psychological well-being by crafting definitions that would distinguish the poles of each dimension, measured as a scale. For example, a high scorer on self-acceptance "possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of self including good and bad qualities; [and] feels positive about past life," while a low scorer on this same scale "feels dissatisfied with self; is disappointed with what has occurred with past life; is troubled about certain personal qualities; [and] wishes to be different than what he or she is." (Ryff, 1989) See Table 2.1 for all definitions of theory-guided dimensions of well-being.

There are currently three versions of the Ryff Scales of Psychological Well-Being. The longest consists of 84 items (14 for each scale) and is used by Ryff and her colleagues at the Institute on Aging at the University of Wisconsin–Madison. The mid-length version consists of 54 items (9 per scale) and is currently being used by the Wisconsin Longitudinal Study. The shortest version, developed for national telephone surveys, consists of 18 items (3 per scale) and is used in a variety of large-scale national and international surveys. The multidimensional structure of psychological well-being, as measured by the Ryff inventory, has been tested and

validated on a nationally representative sample of English-speaking adults age 25 and older. (C. Ryff, 1995)

## 2.4. Job Satisfaction

Job satisfaction is something which influenced by varied factors. Below, researcher try her best in providing some related theories that elaborate elements affecting job satisfaction of a person. Job satisfaction is actually uncalculated things to be measured because it is about someone's behavior and attitude upon something. Therefore, right theory and tools to be used is important in defines and measure job satisfaction.

### 2.4.1. Theory of Growth Motivation

According to Maslow, people have needs, and it is having those needs met at the most basic level that leads to their survival. Meeting the higher order, cerebral needs leads to self-actualization.[5]
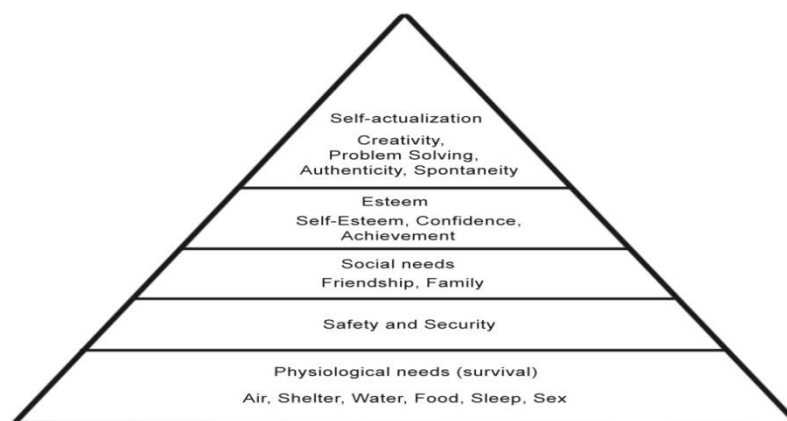


**Figure 2.1. The Hierarchy of Needs (Maslow, 1987)**

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[5] Currie, D. (2003). Human Resource: Managing Employee Well-Being. In D. Currie, *Human Resource: Managing Employee Well-Being* (p. 112). USA: Spiro Press USA.

Maslow maintains that out drive to have these needs met determines our behavior, and that we move progressively upwards as and when each of the five needs is met. First, we make arrangement to ensure that our basic **physiological needs** are met to our satisfaction. These needs include food, drink and shelter to secure physical survival as an individual, and sex to ensure that the basic needs will be met, we move up to the second level, **safety needs**, and make arrangements to protect and defend ourselves against the elements and possible enemies. The third level, **social needs**, depicts us as human beings who need, for several reasons, to be with other human beings and to experience a sense of belonging. As a person, we need other people to relate to; we need to use their achievements as a yardstick by which we may measure our own performance; we are a sociable species that survives best in numbers. The fourth level, **esteem needs,** includes the need for self-esteem and the esteem of others. Finally, the fifth level, **self-actualization**, is the level at which we feel complete: we have entered a situation in which our behavior is a perfect reflection of our own self-concept—the way we see ourselves—and we are doing what we were born to do (Currie, 2003).

It is clear that after we have ensured that our physiological and safety needs are being met, and will continue to be met in the future, our behavior is driven by our psychological (intellectual and spiritual) needs, rather than by our physical needs; social needs may be seen as a kind of bridge between the two. It has to be remembered that Maslow proposed the hierarchy of needs as a progressive scale containing examples of the kinds of natural human needs that determine human behavior; initially, he did not propose it as a theory of work motivation, although it has been adopted as such. If we superimpose the idea of upward profession onto the individual's workplace situation, we can see that the extrinsic factors provide for the lower-order needs, while the intrinsic factors provide for the higher-order needs (Currie, 2003).

### 2.4.2. Motivation-Hygiene Theory

The American motivation analyst, Frederick Herzberg, surveyed several thousand employees across a wide variety of managerial and technical professions. Principally he was interested in job satisfaction in the belief that it determined performance, and wanted to know which created feelings of satisfaction within employees and which created feelings of dissatisfaction. The information upon which surveyed followed by interviews with 220 accountants and engineers, who were a representational group of 'key informants' from the main survey (Blanie E. Bowen, 1991). During the interviews the respondents were asked to recall things that had happened at work that produced feeling of satisfaction—called motivator factors—and dissatisfaction—called hygiene factors, which resulted in an analysis that showed that some job factors produced satisfaction, while others led to dissatisfaction. Herzberg labeled the factors that produced satisfaction motivators, and those that produced dissatisfaction, hygiene even further, to manual and clerical workers, and the results were very similar to those for the accountants and engineers.



**Figure 2.2. Herzberg's Two-Factors Theory**
Source: Herzberg, 1957

## 2.5. Factor Analysis

Perhaps the most widely used (and misused) multivariate technique is factor analysis. Few statisticians are neutral about this technique. Proponents feel that

factor analysis is the greatest invention since the double bed, while its detractors feel it is a useless procedure that can be used to support nearly any desired interpretation of the data. The truth, as is usually the case, lies somewhere in between. Used properly, factor analysis can yield much useful information; when applied blindly, without regard for its limitations, it is about as useful and informative as tools to provide sharp prediction. In particular, factor analysis can be used to explore the data for patterns, confirm our hypotheses, or reduce the many variables to a more manageable number. (Norman Streiner, PDQ Statistics)[6]

Factor analysis is used mostly for data reduction purposes:

- To get a small set of variables (preferably uncorrelated) from a large set of variables (most of which are correlated to each other)
- To create indexes with variables that measure similar things (conceptually)

There are two types of factor analysis:

1. Exploratory

   Factor analysis attempts to bring inter-correlated variables together under more general, essential variables. More specifically, the goal of factor analysis is to reduce "the dimensionality of the original space and to give an interpretation to the new space, spanned by a reduced number of new dimensions which are supposed to underlie the old ones", or to explain the variance in the observed variables in terms of underlying latent factors".[7]

2. Confirmatory

   Factor Analysis is confirmatory when researcher wants to test specific hypothesis about the structure or the number of dimensions underlying a set of variables (i.e. in your data you may think there are two dimensions and you want to verify that). [8]

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[6] Garrett-Mayer, Elizabeth. *Statistics in Psychosocial Research*: *Factor Analysis I*. Retrieved December 13, 2011 from http://ocw.jhsph.edu/courses/statisticspsychosocialresearch/pdfs/lecture8.pdf
[7] *Exploratory Factor Analysis: Theory and Application.* Retrieved January 28, 2012 from http://www.let.rug.nl/~nerbonne/teach/rema-stats-meth-seminar/Factor-Analysis-Kootstra-04.pdf
[8] Torres-Reyna, Oscar. *Getting Started in Factor Analysis*. Retrieved December 13, 2011 from http://dss.princeton.edu/training/Factor.pdf

## 2.6. Questionnaire

A Questionnaire is a pre formulated written set of questions to which respondents record their answers, usually within rather closely designed alternative (Uma Sekaran, 2009. p.197).

Questionnaire is an effective way, where researcher able to observe in a certain way that allows the researcher to obtain the data needed in a well-structured form. Questionnaire can be administered personally, via mailbox or emailed.

## 2.7. Latent Variable

A latent variable model is a, possibly nonlinear, path analysis or graphical model. In addition to the manifest variables, the model includes one or more unobserved or latent variables representing the constructs of interest. Two assumptions define the causal mechanisms underlying the responses.

First, it is assumed that the responses on the indicators are the result of an individual's position on the latent variable(s). The second assumption is that the manifest variables have nothing in common after controlling for the latent variable(s), which is often referred to as the axiom of local independence. The two remaining assumptions concern the distributions of the latent and manifest variables. Depending on these assumptions one obtains different kinds of latent variable models (D.J. Bartholomew, 1999).

According to Bartholomew, the four main kinds are: factor analysis (FA), latent trait analysis (LTA), latent profile analysis (LPA), and latent class analysis (LCA).[9] In FA and LTA, the latent variables are treated as continuous normally distributed variables. In LPA and LCA on the other hand, the latent variable is discrete, and therefore assumed to come from a multinomial distribution. The

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[9] Magidson, Jay & K. Vermunt, Jeroen. *Latent Variable*. Retrieved January 11, 2012 from: http://spitswww.uvt.nl/~vermunt/ermss2004b.pdf

manifest variables in FA and LPA are continuous. In most cases, their conditional distribution given the latent variables is assumed to be normal. In LTA and LCA, the indicators are dichotomous, ordinal, or nominal categorical variables, and their conditional distributions are assumed to be binomial or multinomial. (D.J. Bartholomew, 1999)

## 2.8.   Data

There are four types of data that may be gathered in social research, each one adding more to the next. Thus ordinal data is also nominal, and so on. The types of the data has clearly depicted through below figure.
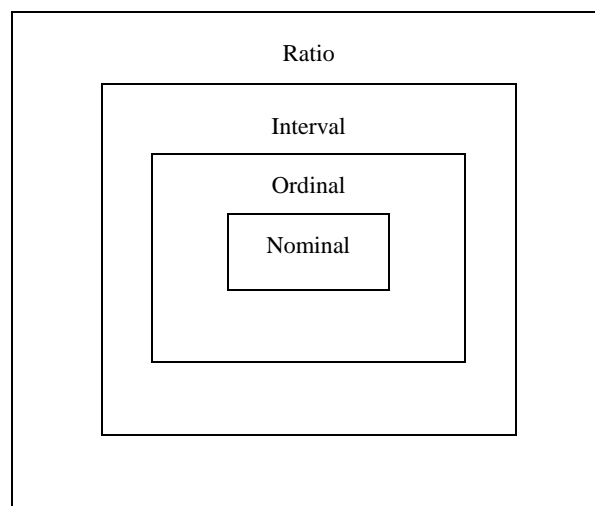


**Figure 2.3. Types of Data**
Source: Developed based on (Sekaran & Bougie, 2009)

### 2.11.1. Nominal

The name 'Nominal' comes from the Latin *nomen*, meaning 'name' and nominal data are items which are differentiated by a simple naming system. The only thing a nominal scale does is to say that items being measured have something in common, although this may not be described. Nominal items may have numbers

assigned to them. This may appear ordinal but is not -- these are used to simplify capture and referencing.

Nominal items are usually *categorical*, in that they belong to a definable category, such as 'employees'.

Example:

The number pinned on a sports person. A set of countries.

## 2.11.2. Ordinal

Items on an ordinal scale are set into some kind of *order* by their position on the scale. This may indicate such as temporal position, superiority, etc. The order of items is often defined by assigning numbers to them to show their relative position. Letters or other sequential symbols may also be used as appropriate. Ordinal items are usually categorical, in that they belong to a definable category, such as '1956 marathon runners'. You cannot do arithmetic with ordinal numbers -- they show sequence only.

Example:

The first, third and fifth person in a race.

Pay bands in an organization, as denoted by A, B, C and D.

## 2.11.3. Interval

Interval data (also sometimes called *integer*) is measured along a scale in which each position is equidistant from one another. This allows for the distance between two pairs to be equivalent in some way. This is often used in psychological experiments that measure attributes along an arbitrary scale between two extremes. Interval data cannot be multiplied or divided.

Example:

My level of happiness, rated from 1 to 10.

### 2.11.4. Ratio

In a ratio scale, numbers can be compared as multiples of one another. Thus one person can be twice as tall as another person. Important also, the number zero has meaning.

Thus the difference between a person of 35 and a person 38 is the same as the difference between people who are 12 and 15. A person can also have an age of zero. Ratio data can be multiplied and divided because not only is the difference between 1 and 2 the same as between 3 and 4, but also that 4 is twice as much as 2.

Interval and ratio data measure quantities and hence are *quantitative*. Because they can be measured on a scale, they are also called *scale data*.

Example

A person's weight

The number of pizzas I can eat before fainting

## 2.9. Likert Scale

Likert Scale is created by Rensis Likert in the 1930s.[10] Based on online dictionary, Likert Scale defines as a method of ascribing quantitative value to qualitative data, to make it amenable to statistical analysis. The final average score represents overall level of accomplishment or attitude or behavior toward the subject matter. Likert scale is commonly used in measuring psychological of someone, Likert scale helps measure a qualitative in a quantitative way.

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[10]*Likert Scale and Measure – best practices*. Retrieved January 16, 2012 from:
http://intelligentmeasurement.wordpress.com/2007/11/20/likert-scale-surveys-best-practices/

Below are the steps in creating research instrument by using Likert Scaling[11].

1. **Defining the Focus.** As in all scaling methods, the first step is to define the subject or object to be measured. Likert scale is one-dimensional scaling method. In other words, it is assumed that the concept being measured is a one-dimensional in nature.

2. **Generating the Items.** The next step is researcher has to create a set of potential scale items. These should be items that can be rated on a 1-to-5 pr 1-to-7 Disagree-Agree respond scale. Sometimes, the items can be created based on researcher's intimate understanding of the subject matter. But it will be very wise to involved and engaged with number of people in item creation steps. Large set of potential items as possible at this stage would be very desirable—about 80 – 100 would be best.

3. **Rating the Items.** The next step is to have a group of judges rate the items. Mostly used rate is 1-to-5 rating scale as picture in below figure.

| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

**Figure 2.4. Likert Scale**
Source: Developed by Researcher based on Research Method by Sekaran & Bougie, 2009.

It should be noticed that, as in other scaling methods, judges are not telling what they believe—they are judging how favorable each item is with respect to the construct of interest.

4. **Administering the Scale.** Likert scale is ready to be used. Each respondent is asked to rate each item on some response scale. For instance, they could rate each item on a 1-to-5 response scale.

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[11] Likert Scaling. Retrieved January 16, 2012 from http://socialresearchmethods.net/kb/scallik.php

There are variety possible response scales (1-to-7, 1-to-9, 0-to-4). All of these odd-numbered scales have a middle value is often labeled Neutral or Undecided. It is also possible to use a forced-choice response scale with an even number of responses and no middle neutral or undecided choice. In this situation, the respondent is forced to decide whether they lean more towards the agree or disagree end of the scale for each item.

The final score for the respondent on the scale is the sum of their ratings for all of the items (this is why this is sometimes called a "summated" scale). On some scales, there will be some items that are reversed in meaning from the overall direction of the scale. These are called **reversal items**. The response value for each of the reversal items have to be reversed before summing for the total. That is, if the respondent gave a 1, you make it a 5; if they gave a 2 you make it a 4; 3 = 3; 4 = 2; and, 5 = 1.

## 2.10. Sampling Design

Sampling design is needed in deciding the quantity of the object to be researched. There are two types of sampling, probability and non probability. Before researcher explains further about sampling design, it is important to understand the definition of population. Population is a group of unit, people, occurrence which becomes the object of the research.

Probability sampling means each of samples has the sample probability of being chosen. Meanwhile non-probability sampling is decided based on personal judgment or previously made criteria.

This particular research is used probability sampling design. There are some kinds of probability sampling (Barreiro & Albandoz, 2001):

a. Simple Random Sampling

This method tends to be chosen for research which will be elaborated in descriptive and arise general issue.

b. Stratified Sampling

Stratified sampling is random sampling categorized based on several stages. For instance, based on position in a company—high level manager, middle level manager, and staff.

c. Cluster Sampling

Cluster sampling is done through clustering. This sampling technique is different with stratified as the characteristic in stratified sampling is still homogenous, but in cluster sampling it can involved different characteristic in one cluster.

d. Census

Census defines as complete enumeration of a population. This sampling technique is done through all subjects in the population of study.

## 2.11. Public Accounting Firm

Based on online dictionary, a certified public accountant is one who has earned a licence in his or her state that attests to a high degree of skill, training, and experience. Public accounting firm is a firm of accountants who provide accounting and auditing services for a fee.[12]

Based on Acountant-search.com, Public Accounting Firms can be categorized on the services provided by them. The different types of firms include tax firms, full-service firms, internal control or risk management firms, audit firms, business development firms, book-keeping firms and outsourced services firms.[13]

Tax firms focus on providing tax services. Such firms specialize only in their niche market. The tax firms are further categorized into firms which offer business

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[12] Accounting Firm. Retrieved February 22, 2012 from www.thefreedictionary.com.
[13] Accounting Consulting Firms: Key Characteristics and Types. Retrieve February 22, 2012 from http://www.accountant-search.com/accounting-consulting-firms.html

tax consulting, individual tax services as well as high net-worth tax consulting. Several tax firms have a separate division which works in tax-related areas of estate planning. Moreover, these firms can also specialize in securitization, franchise, state, federal, sales and usage, property as well as other areas of tax compliance. [14]

Full-service accounting firms offer a varied range of services including tax, risk management, audit and business development services. Such firms usually addresses to the requirements of a wide variety of clients. However, the risk management and internal control firms provide internal audit services. These firms usually offer risk management, business evaluation services, and consulting and internal control audits. [15]

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[14] Accounting Consulting Firms: Key Characteristics and Types. Retrieve February 22, 2012 from http://www.accountant-search.com/accounting-consulting-firms.html

[15] Accounting Consulting Firms: Key Characteristics and Types. Retrieve February 22, 2012 from http://www.accountant-search.com/accounting-consulting-firms.html

# CHAPTER III  METHODOLOGY

## 3.1.  Research Method

Research is a systematic inquiry into a subject in order to discover or check fact. The word research derives from Middle French *recerche*; its literal meaning is 'to investigate thoroughly'.[16] Research can be done through several methodologies. Researcher used Quantitative method since the conducted research involved scientific methods and involved analysis on numerical data.

Quantitative approach foots on functionalism structural, realism, positivism, behaviorism, which is emphasized on concrete things, empirical tests and real facts. There are three types of quantitative methods. First is descriptive research, where numerical data gathered through tests, surveys, observations, and interviews. Descriptive method mainly answering questions of what the real situation is. Second is experimental research, which is done to find the cause of something. This research requires manipulation upon one variable to be then analyzing the effect and changes upon other variables and controls. Third is Ex post facto / Causal Comparative research. This research is trying to observe possible cause of the effect which has been occurred. It attempts to infer cause and identify alleged cause.

Researcher was doing descriptive research as researcher would like to identify PWB condition of the respondents who are currently working at selected companies to be observed—company who is facing a phenomenon of having high employee turnover rate. This is in alignment with the goal of descriptive research, which is to offer to the researcher a profile or to describe relevant aspects of the phenomenon of interest from an individual, organizational, industry-oriented or other perspective (Sekaran & Bougie, 2009).

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[16] Retrieved January 28, 2012 from http://www.thefreedictionary.com/research.

## 3.2. Research Framework
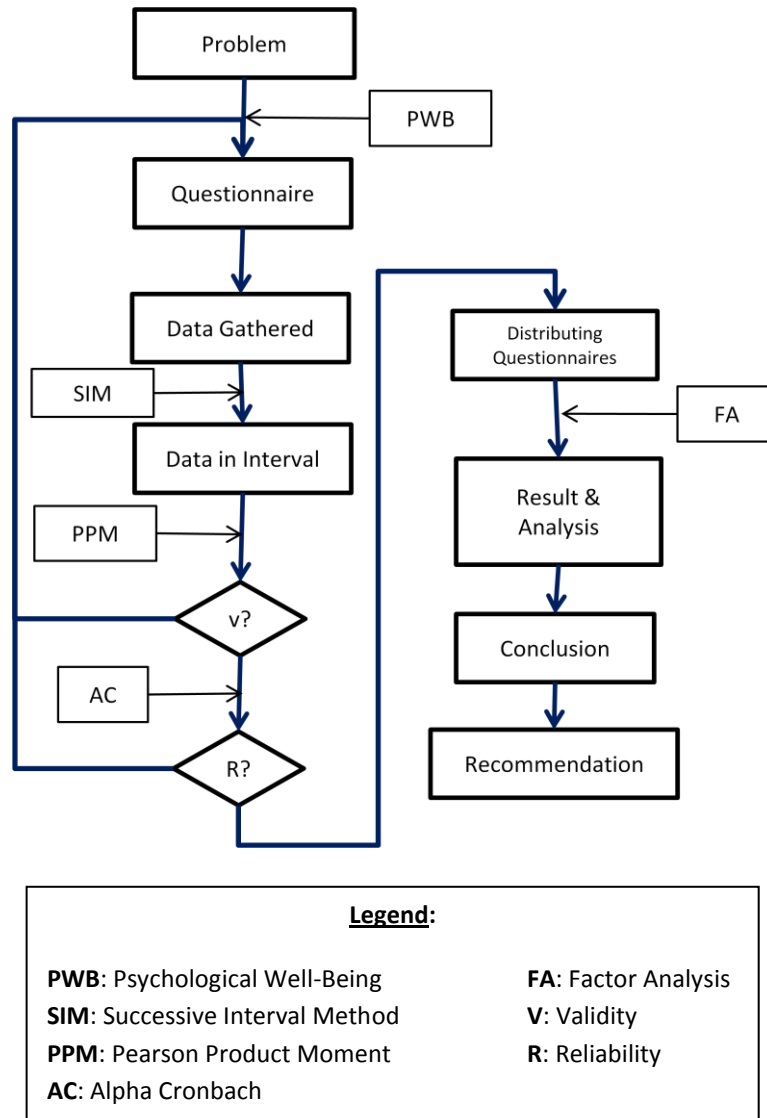


**Figure 3.1. Research Framework**

Source: Developed by the researcher

Above research framework is the flow of how the research went through. It was started from researcher's attention upon the phenomenon that most accountant public firms are having high employee turnover rate. This phenomenon had drawn researcher's attention to do further observation by identifying the psychological well being condition of employee who are working at well-known public accounting firm in Jakarta which are having high employee turnover rate.

The identification was done through gathered primary data via questionnaires. The questionnaire is constructed by 54 items, based on Ryff Theory about 6 dimensions of Psychological Well-Being—each dimension represented by 9 items. Researchers constructed the questionnaire by using Likert Scaling. In other words, each respondent will score each statement from scale 1 to 5 (Strongly Disagree –Disagree – Neutral – Agree – Strongly Agree). Bigger score signs positive movement of the PWB condition of the respondent.

Researcher used Likert Scale as a pattern seeing that this research tries to explain somebody's behavioural condition and attitude in a measurable way. Even though the collected data has been explained by number—scale 1 to 5, it is still an ordinal data. Researcher needed to transform the collected data from ordinal data to interval data for allowing them experienced futher analysis.

Before the questionnaire being distributed, there must be a pre-test to check the validity and reliability of the data from the research instrument being used. Certain data which has been firmed as valid and reliable then continue by distributing the constructed questionnaires to certain respondents—employee of Public Accounting Firm specifically in Audit Division.

Researcher distributed the questionnaire both via email and directly to the respondents. From numerous distributed questionnaires, researcher gather 65 questionnaires coming from eligible respondents. Eligible respondents are them who are working in public accounting firm, particularly in Audit Division, not more than a senior auditor, and unmarried.

The results of the survey will be analyzed by using factor analysis as statistical tool. The analysis allowed researcher elaborate respondents' PWB conditions. Further analysis was researcher tried to find out the role of PWB condition in reducing company's employee turnover rate. The result which has been analized was the basic of several practical recommendation given by the researcher which can be applied by the company as an effort of reducing the company employee turnover rate.

## 3.3. Research Time and Place

Researcher has distributed the questionnaires since November 2011 at employees who are currently working at multinational public accounting firms which are having high employee turnover rate—as it has been explained previously (see Figure 3.1 Research Framework). Researcher distributed the questionnaire both directly administered to the respondent and sent the questionnaires via email. The questionnaire is provided both in English and Indonesia. Respondent is liberated to choose which questionnaire that suits the respondent most.

The collection process kept going up to the second week of January 2012. The final collected data gathered is coming from 65 eligible respondents.

## 3.4. Research Instrument

Research instrument functioned to help researcher in collecting the information in quantitative field observed and in keeping researcher in track of what researcher observed.

### 3.4.1. Data Collection

In this particular research, researcher used primary data collected from questionnaires distributed toward specified respondents—employee who are working at public accounting firms, specifically in Audit Division. In other words, the population of this research is them who are working at public accounting firms.

Researcher is using census as the method as researcher attempted to distribute questionnaires to respondents coming from selected public accounting firm with specific criteria—currently working in public accounting firms, particularly in

Audit Division. The final population gathered from distributed questionnaires is coming from 65 eligible respondents with the criteria as previously elaborated.

The population of this research is employee working in public accounting firms in Jakarta, specifically in Audit Division—division with highest employee turnover rate compared to other divisions.
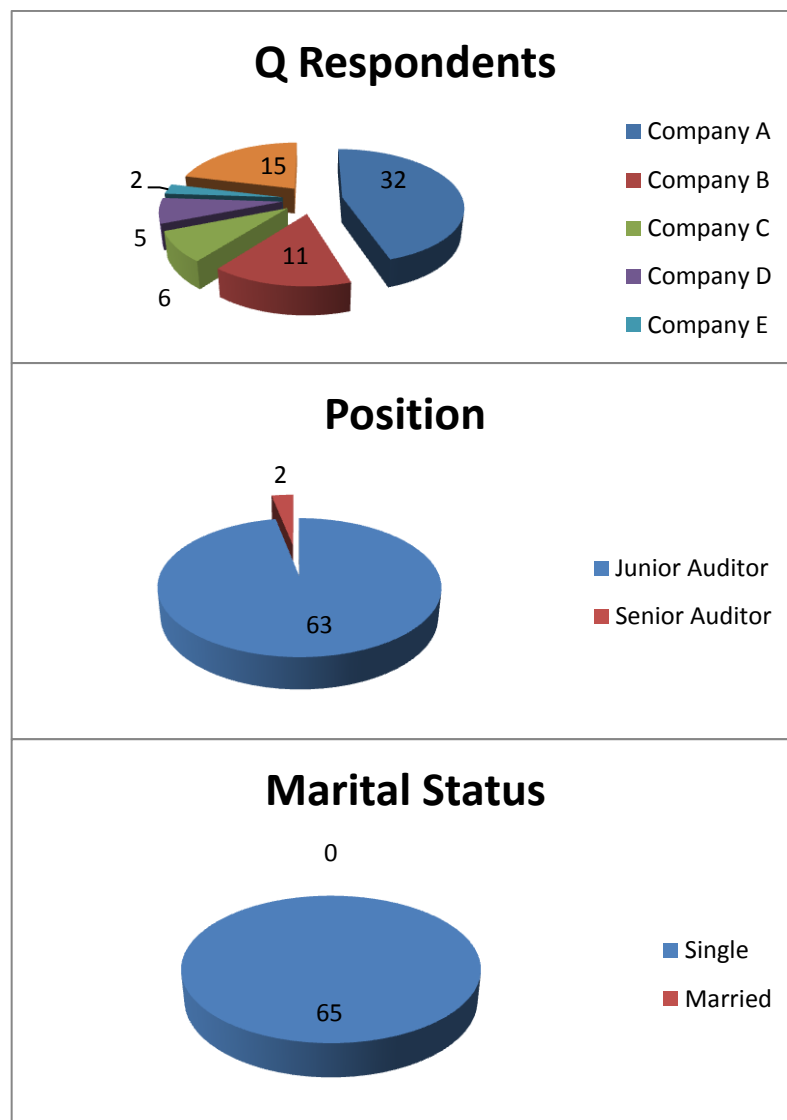


**Figure 3.2. Respondents**
Source: Based on Survey

Above graphic has clearly depicted the distribution of the questionnaire. Researcher collected 65 filled questionnaires coming from eligible respondents.

### 3.4.2. Scaling

The questionnaires designed in alignment with Likert Scale as the instrument. Likert scale is designed to examine how strongly subjects agree or disagree with statements on a five-point scale with the following anchors (Sekaran & Bougie, 2009):

| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

**Figure 3.3. Likert Scaling**
Source: Developed by Researcher based on Research Method by Sekaran & Bougie, 2009

As the gathered data is still in the form of ordinal data, researcher used Successive Interval method[17] as another instrument to transform the gathered data from ordinal to interval for further analysis.

$$\text{Scale Value} = \frac{\text{Density at Lower Limit - Density at Upper Limit}}{\text{Area Below Upper Limit - Area Below Lower Limit}}$$

## 3.5.  Statistical Tools

Statistical Tools can be defined as mathematical concepts, formula, models, techiques used in statistical analysis. In analysing the data in this research, researcher uses r-table and Pearson Product Moments in analyzing the validity and reliability of the data. After the survey conducted, researcher analyzed the collected data by using factor analysis method.

### 3.5.1.  Validity Test

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[17] *Test Validity &* Reliability. Retrieved January 19, 2012 from http://academic.luzerne.edu/kdroms/staffdev/valrel.htm

Validity test is the ability of a test to measure what are purports to measure.[18] It is vital for a test to be valid in order for the results to be accurately applied and interpreted.

In this particular research, researcher used Pearson Product Moments[19] correlation as shown by below formula.

$$r = \frac{n.(\sum XY) - (\sum X)(\sum Y)}{\sqrt{n.(\sum X2) - (\sum Y2)} * \sqrt{n.(\sum Y2) - (\sum Y)2}}$$

Where:

n = the number of paired observations

$\sum X$ = the X variable summed

$\sum Y$ = the Y variable summed

$\sum X^2$ = the X variable squared and the squared summed

$(\sum X^2)$ = the X variable summed and the sum squared

$\sum Y^2$ = the Y variable squared and the squared summed

$(\sum Y^2)$ = the Y variable summed and the sum squared

$\sum XY$ = the sum of the product X and YValidity of the instrument is measured by comparing r-calculated with r-table.

- r-calculated > r-table or sig r < 0.05 = valid
- r-calculated < r-table or sig r < 0.05 = invalid

Validity test done toward each of the item that constructed the questionnaire, the invalid one will be eliminated. Analysis then repeated only upon the valid one in regards to produce qualified result after the survey executed.

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[18] *Test Validity &* Reliability. Retrieved January 19, 2012 from http://academic.luzerne.edu/kdroms/staffdev/valrel.htm
[19] Walsh, A. A. *Basic Statistic.* Retrieved January 28, 2012 from http://inside.salve.edu/~walsh/pearson_r.pdf.

### 3.5.2. Reliability Test

Reliability test measures the level of internal consistency of stability of the test over time. Researcher measured the reliability of the data by using Cronbach Alpha. [20]

$$r = [k/k-1] [1-(S_i/S_t)]$$

Where,

$r$ = reliability

$k$ = total items

$S_i$ = Total Varians of score per item

$S_t$ = Total Varians

### 3.5.3. Factor Analysis

The purpose of factor analysis is to group a number of variables in to several factors. In simple, number of high-correlated variables will grouped in to factor (consist of other variables) if that variable has correlation with variables included in certain factors. This research is aim to identify the PWB level of employee who are working at company with high employee turnover rate. In other words, all items which are constructing the instrument—Likert Scaling questionnaire based on Ryff Theory—will experience reduction into several dominant factors elaborate the PWB condition of the respondents.

There are two types of Factor Analysis, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) as previously explained in more detail in Chapter II Literature Review. Researcher is doing the Exploratory Factor Analysis with Latent variable as this research is aiming to identify the factors formed from a set of items in research instrument which are allowing researcher to elaborate psychological well-being condition of the respondents. The data measured in this

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[20] Vehkalaht, Kimmo. *Reliability of Measurement Scales*. Retrieved January 28, 2012 from http://www.wedb.net/download/quanti/indicadores_sem/tese_vehkalahti_2000_reliability_of_mea surement_scales.pdf

research is latent variable because psychological well-being is not something which can have an empirical score.
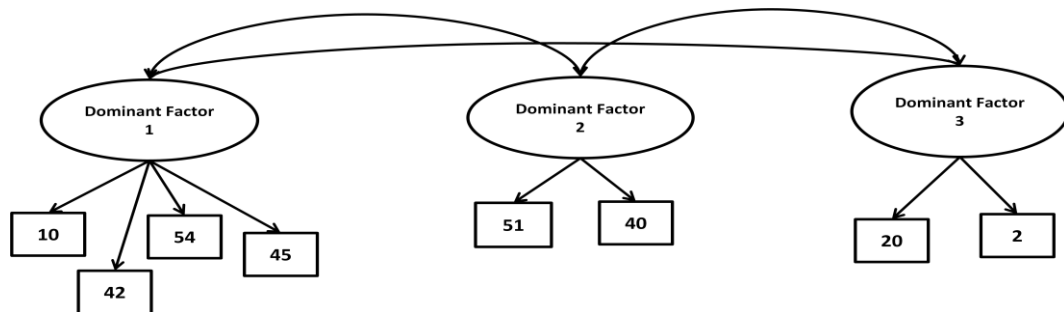


**Figure 3.4. Factor Analysis**
Source: Developed by Researcher

## 3.6.    Interpreting Result

In consideration to make the interpretation of the result easier to be understood, researcher will only insert table which is necessary to be analyzed. The complete SPSS output will be provided in Appendices.

### 3.6.1.   Validity and Reliability Test

Validity test done by comparing r-table minimum with r-calculated (can be seen from Corrected Item – Total Correlation). As the pre-test was done upon 15 respondents, the value of r minimum from r-table is should be no less than 0.514. The detail result of validity test is provided in the next chapter

| | Corrected Item-Total Correlation | r-table | Validity |
|---|---|---|---|
| Variable—statements (54 items) | Value of r-computation | 0.514 | r-computation > r- table = Valid (vice versa) |

**Table 3.1. Validity Test**
Source: Developed by Researcher based on r-table

Reliability of the instrument can be seen from calculated Cronbach Alpha through SPSS. It was calculated from 15 filled questionnaires. The data is consider as reliable when the calculated Cronbach Alpha equal or more than 0.5. The closer the Cronbach Alpha to 1 the more reliable is the data.

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .991 | .991 | 54 |

**Table 3.2. Reliability Test**
Source: SPSS 16.0 and primary data

### 3.6.2. Factor Analysis

In accordance with the purpose of exploratory factor analysis, researcher tries to elaborate the dominant factors explained the Psychological Well-Being condition of the respondents which are currently working at company with high employee turnover rate.

These are the steps done by researcher in executing Factor Analysis:

1. Transforming the data

   The data gathered  is still in the form of ordinal data. It needs to be transformed to interval data. Researcher used SIM (Succesive Interval Method) software to do the transformation. The interval data resulted will allow further analysis upon the data.

2. KMO-Barlett's Test

   The result of KMO-Barlett's Test will determine either the test eligible to be proceed to the next analysis or there should be a repeatation upon the test by eliminated several variables that cause the low score at KMO-Barlett's Test.
   - KMO-Barlett's Test > 0.5, sig > 0.05 = passed for further analysis
   - KMO-Barlett's Test < 0.5, sig < 0.05 = test should be repeated

3. Anti-Image Matrix Test

The variables which cause low score in KMO-Barlett's test are able to be identified from Anti-Image Test—it can bee seen through MSA (Measure of Sampling Adequacy):

- $MSA = 1$, variable is predicted has no error caused by other variables.
- $MSA > 0.5$, variable still able to be predicted and able to experience futher analysis.
- $MSA < 0.5$, variable cannot be predicted and cannot experience futher analysis.

Variables with $MSA < 0.5$ should be eliminated. These methods are helping researcher in indicating which variables need to be eliminated. The new variables without the eliminated one will experience repeated KMO-Bartlett's test.

4. Data Reduction

There are two methods in doing data extraction, Principal Component Analysis and Common Factor Analysis. In this particular research, researcher used Principal Component Analysis as the method as researcher aims to do data reduction as the purpose.

In simple, a variable will be grouped to a factor (which consist of other variables) when the variables correlate with the certain factor. When a variable correlates with other variables, it equals with higher level of common variance / communalitues—varians which are able to be extracted.

Before the extraction process executed, researcher set up first the eigen value and pay attention to loading factor values. Eigen value indicates the minimum communalities which affects the formed extracted factors in factor analysis. The formed factors are determined by the percentage of total variance produced in that variable, that variance value comes from the total of variance value from each variable.

Loading factor values is the values in component matrix values. It indicates correlation degree between one variable to each of new formed factor. Variable will be grouped into a factor where it correlation degree is shown by loading factor value bigger than 0.5. For variables which has close difference each other, the chosen one will be decided by researcher based on several consideration—the biggest one, or compare the loading value resulted after doing rotation method.

5. Rotation

Rotation method was done through Varimax with Kaizer Normalization. Rotation method is important to give confirmation upon set factors which have been previously formed through Principal Component Analysis. By doing rotation, the position of variables which are having posibilities to be classified in two or three factors can be clarified.

6. Split Analysis

Split Analysis was done to check if constructed dominant factors are stable, valid and reliable enough to be used in general population or not. This was done by comparing the first half of cases being studied to the other half of the cases. When the result shows compatibility—seeing from the value of KMO-Bartlett's test and constructed dominant factors—means that the factors are valid and reliable enough.

## 3.7. Limitations

In the process of doing the research, there are several limitation faced by researcher.

1. Permission for obtaining certain data.

   In the research process, researcher needs to obtain certain data related with numbers which are indicating company's employee turnover rate within the last three years and the total number of employee hired specifically in Audit Division. In fact, for most public accounting firms in Jakarta—included the

selected companies whose employee become the subject of this particular research—they are unwilling even forbidden to share the percentage of employee turnover rate within the company. The possible way for researcher to obtain the information is only through inquiry with Human Resource Department and through people coming from IAPI (*Ikatan Akuntan Publik Indonesia* / Indonesian Accountant Public Association).

2. The availability of the respondents

   Researcher did research upon several public accounting firm in Jakarta. The distribution of the questionnaire had been done starting early of November 2011. December up to March is actually a peak season for every public accounting firm especially for audit as at that moment all companies coming from various location in Indonesia are preparing their yearly report.

   As alternative, researcher distributed the questionnaires both directly and via email. The consequence is most receivers were ignoring it because as an auditor, they must be very busy; besides the questionnaires cannot reach location with no internet access. To be short, this way is really consuming time to wait until questionnaires being filled in. Researcher faced difficulty to obtain filled in questionnaires whereas the more respondents, the more qualified is the research result.

Those mentioned limitation has caused the observation cannot gain optimum result. Anyway, researcher has tried her best in processing all the data gathered in spite of all the limitation.

# CHAPTER IV  ANALYSIS DATA AND INTERPRETATION OF RESULTS

## 4.1.  Data Processing

As explained in previous chapter, researcher used primary data through questionnaire in doing this research. Before researcher distributed the questionnaires in a huge number, researcher did a pre-test toward 15 filled questionnaires to check its reliability and validity. After pre test, researcher distributed the questionnaires upon respondents as the set up criteria. There are 65 questionnaires from eligible respondents collected from number of distributed questionnaires both directly and via email.

## 4.2.  Result of Reliability and Validity Test

Reliability and Validity test is the first thing to do before researcher able to move into further analysis by using factor analysis.

### 4.2.1.  Result of Validity Test

In measuring the validity of the data, researcher used the formula of Pearson Product Moment. Researcher should compare the value between r-computation vs. r-table which has been observed by Pearson beforehand. As previously explained, researcher did validity test upon 30 filled questionnaires (Santoso Singgih, 2010). The minimum r-table for validity test of 30 respondents is 0.361.

Below table shows the comparison between r-computation (Corrected Item-Total Correlation) compared to r-table (0.361). Any item with r-computation less than 0.361 considered as invalid and should be eliminated.

| | Corrected Item-Total Correlation | r-table | Validity |
|---|---|---|---|
| 1. I always try to find out the solution of my problem. | .897 | 0.361 | Valid |
| 2. I am worthy as others. | .901 | 0.361 | Valid |
| 3. I am fine to acknowledge my mistakes to my boss and my peers. | .662 | 0.361 | Valid |
| 4. I can explain the strength of mine. | .750 | 0.361 | Valid |
| 5. The weaknesses in me are needed to be positively changed. | .900 | 0.361 | Valid |
| 6.I begin my work with enthusiasm every Monday. | .732 | 0.361 | Valid |
| 7. I feel enthusiastic most of the time I am working. | .712 | 0.361 | Valid |
| 8. I feel valued at work. | .846 | 0.361 | Valid |
| 9. I feel affirmed at work. | .832 | 0.361 | Valid |
| So Forth up to item 54 | | | |

**Table 4.1. Validity Test**
Source: SPSS 16.0 and primary data

There is no r-computation less than 0.361 from based on the calculation through SPSS 16.0 software. It indicates that all the items tested are valid and ready to be used for further analysis by distributing the constructed questionnaire in to bigger respondents. Detail calculation of the data is provided in appendices.

### 4.2.2. Result of Reliability Test

Researcher checked the reliability of the research instrument by using Cronbach Alpha. Below is the SPSS output for Cronbach Alpha as a parameter to verify the research instrument's reliability.

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .991 | .991 | 54 |

**Table 4.2. Reliability Test**
Source: SPSS 16.0 and primary data

As it is clearly seen from the above table, the Cronbach Alpha is 0.993. It is higher than 0.50 and closer to 1. This shows there is good correlation between variables. The questionnaire considered reliable.

## 4.3. Interpretation of PWB Condition Based on Ryff Theory

As previously explained, Ryff divided PWB into 6 dimensions—self-acceptance, positive relation with other, autonomy, environmental mastery, purpose of life, and personal Growth. Researcher made questionnaire 54 items as research instrument to measure to what extent the level of PWB of the employee who are working in company with high employee turnover rate (see Figure 4.1.). All item is represent by positive statement. In other words, the bigger the total score, the more positive is the psychological well-being condition of the employee.

Below figure will clearly depict to what extent the level of psychological well-being condition of the respondents. There are 6 dimensions of Ryff scale which are depicted through below graphs, they are **SA** (Self-Acceptance), **PR** (Personal Relation with Others), **AU** (Autonomy), **EM** (Environmental Mastery), **PL** (Purpose of Life), and **PG** (Personal Growth). The graph is constructed based on the frequency of the questionnaire distribution—54 items, 9 items each dimension.
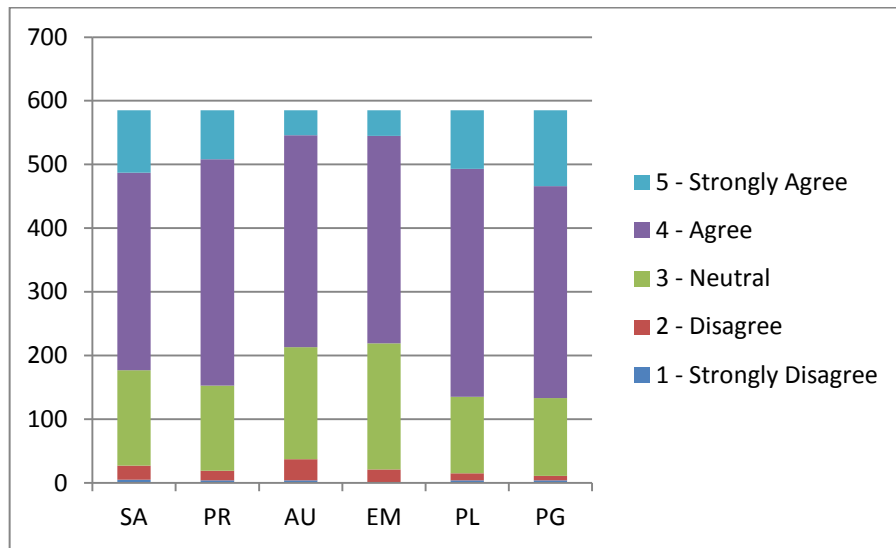
**Figure 4.1. Psychological Well-Being Score**
Source: Based on Survey
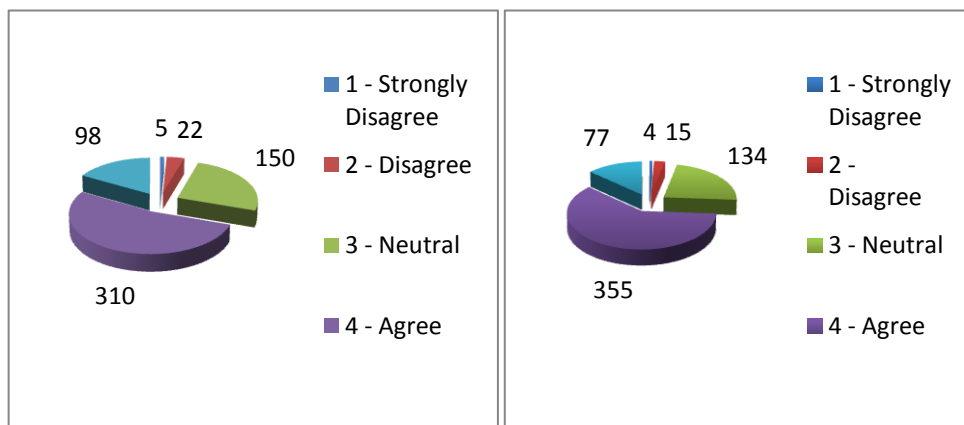


**Figure 4.2. Self Acceptance & Personal Relation with Others**
Source: Developed by Researcher – Based on Survey
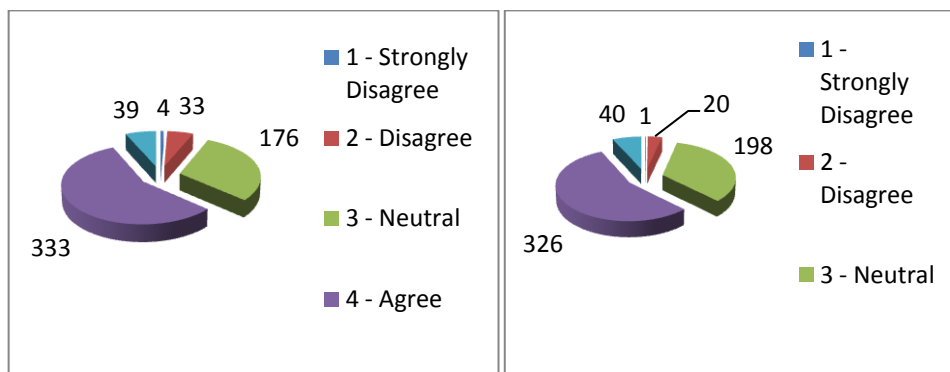


**Figure 4.3. Autonomy & Environmental Mastery**
Source: Developed by Researcher – Based on Survey
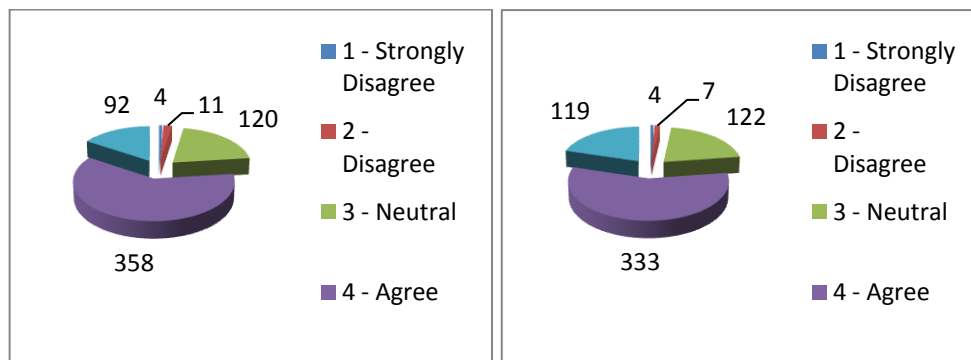
**Figure 4.4. Purpose in Life & Personal Growth**
Source: Developed by Researcher – Based on Survey

Above graphs clearly depict the most response coming from score 4 for each dimension, it indicates positive level of Psychological Well-Being of someone. The higher score of the response shows the higher level of respondents' Psychological Well-Being.

## 4.4. Interpretation of Factor Analysis

In accordance with the purpose of exploratory factor analysis, researcher tries to elaborate the dominant factors explained the Psychological Well-Being condition of the respondents which are currently working at company with high employee turnover rate.

Researcher constructs a set of items to measure psychological well-being condition of employee who are working in company with high employee turnover rate. By doing factor analysis, it resulted in 3 dominants factors which best described the psychological well-being of the respondents.

### 4.4.1. Data Organization and Transformation

The raw data from questionnaire that has been organized in the first step with Likert scale should be transformed from ordinal to interval data using Successive interval method for doing further analysis. This is based on fact that ordinal data cannot be analyzed scientifically.

### 4.4.2. Factor Analysis

a. KMO Bartlett's Test

After the transformation from ordinal to interval, researcher needs to check its feasibility to be analyzed by factor analysis via KMO-Bartlett's Test and Anti-Image Matrix Test. Below table shows the result of KMO-Barlett's Test.

First Test

**KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .362 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 2.983E3 |
| | df | 1431 |
| | Sig. | .000 |

**Table 4.3. KMO and Bartlett's Test**
Source: SPSS 16.0, Primary Data

The KMO-Bartlett's Test resulted from the first test shows that the data has not eligible yet to be proceeding by Factor Analysis—KMO Measure of Sampling Adequacy 0.352. Minimum it has to reach 0.5 to be proceeding via factor analysis. As consequence, there are several items that need to be eliminated. Based on Anti-Image Matrix test, it identified 8 variables which has MSA > 0.5 as follow.

| Variable | MSA Value |
|---|---|
| 2. I am worthy as others. | 0.633 |
| 10. I am willing to share my time with others. | 0.504 |
| 20. I am able to resist social pressures. | 0.504 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | 0.522 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | 0.734 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | 0.502 |
| 51. I have opportunity to learn at my work. | 0.694 |
| 54. I keep learning from my previously done works, even if it is a failure. | 0.539 |

**Table 4.4. Eligible Variables to be Proceed via Factor Analysis**
Source: Developed by Researcher based on Anti Image Matrices, SPSS 16.0 – Primary Data

Seeing to the fact that the first calculation KMO-Bartlett's Test result is not eligible, researcher then re-calculated without variables with MSA less than 0.5. Below table shows the result of the second KMO-Bartlett's test.

**KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .735 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 114.522 |
| | Df | 28 |
| | Sig. | .000 |

**4.5. Second Test KMO-Bartlett's Test Result**
Source: SPSS 16.0 Output – Primary Data

The KMO Measure of Sampling Adequacy is valued 0.735, with sig 0.000. The data is eligible to be proceeding with factor analysis. The result of Anti-Image Matrix Test as an evidence that strengthened the fact is provided in appendices.

b. Extraction Factor

Factor analysis will created several dominant factors coming from variables being analyzed. Below table shows the Communalities which describes the degree of relation between one variable to another:

**Communalities**

|  | Initial | Extraction |
|---|---|---|
| 2. I am worthy as others. | 1.000 | .624 |
| 10. I am willing to share my time with others. | 1.000 | .609 |
| 20. I am able to resist social pressures. | 1.000 | .829 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | 1.000 | .677 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | 1.000 | .562 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | 1.000 | .607 |
| 51. I have opportunity to learn at my work. | 1.000 | .753 |
| 54. I keep learning from my previously done works, even if it is a failure. | 1.000 | .575 |

Extraction Method: Principal Component Analysis.

**Table 4.6. Communalities from 6 Dimensions of PWB**
Source: SPSS 16.0 and primary data

Above table shows the degree of how the variable can be explained in formed factor. Clearer extraction factor is seen from Total Variance Explained constructed based on set up Eigen Value, as follow:

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
|  | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 3.034 | 37.929 | 37.929 | 3.034 | 37.929 | 37.929 | 2.084 | 26.046 | 26.046 |
| 2 | 1.155 | 14.434 | 52.363 | 1.155 | 14.434 | 52.363 | 1.759 | 21.991 | 48.036 |
| 3 | 1.047 | 13.087 | 65.450 | 1.047 | 13.087 | 65.450 | 1.393 | 17.414 | 65.450 |
| 4 | .835 | 10.439 | 75.889 | | | | | | |
| 5 | .666 | 8.331 | 84.220 | | | | | | |
| 6 | .458 | 5.725 | 89.945 | | | | | | |
| 7 | .428 | 5.355 | 95.300 | | | | | | |
| 8 | .376 | 4.700 | 100.000 | | | | | | |

Extraction Method: Principal Component Analysis.

**Table 4.7. Total Variance Explained**
Source: SPSS 16.0 and primary data

Above table, Total Variance Explain shows the total variables which are having Eigen Value bigger than 1—three variables. In other words, from 54 manifest variables, eliminated into 8 eligible manifest variables, there will be 3 formed factors which represent the dominant factors that best-described psychological well being condition of employee who are currently working in company with high Employee Turnover Rate.

c. Rotated Component Matrix

Rotated component matrix helps researcher in determining the categorization of each manifest variable into its dominant factor. Rotated component matrix can be shown in table below:

**Rotated Component Matrix[a]**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| 10. I am willing to share my time with others. | .774 | -.096 | -.006 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | .705 | .226 | .119 |
| 54. I keep learning from my previously done works, even if it is a failure. | .645 | .399 | .032 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | .543 | .442 | .342 |
| 51. I have opportunity to learn at my work. | -.012 | .853 | .158 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | .278 | .775 | .004 |
| 20. I am able to resist social pressures. | -.095 | .080 | .902 |
| 2. I am worthy as others. | .437 | .101 | .650 |

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.  a. Rotation converged in 5 iterations.

**Table 4.8. Rotated Component Matrix**
Source: SPSS 16.0 and primary data

d.  Split Analysis

From 65 respondents, researcher divided the data into to part. Part I is coming from respondent 1 up to respondent 33. Part II is coming from respondent 33 up to respondent 65. The result will determine whether the constructed dominant factors are valid and reliable enough to be put in general population or not.

Below table shows the result after doing split analysis via SPSS 16.0. As it is clearly seen in below table. Both part I (0.624) and part II (0.692) have KMO-Barltlett's > 0.5. The total variance explained for both part I and part II resulted in 3 factors. In other words from 8 manifest variables, it creates 3 dominant variables. Those explanation is in alignment with the result of what has been done in previous steps—3 dominant factors analysis with KMO-Barltlett's Test result > 0.5. Researcher can state that those dominant factors are valid and reliable to be used in general population.

**KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .624 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 67.166 |
| | df | 28 |
| | Sig. | .000 |

**4.9. Split Analysis – KMO-Bartlett's Test Result – Part I**
Source: SPSS 16.0 Output – Primary Data

**KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .692 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 70.333 |
| | df | 28 |
| | Sig. | .000 |

**4.10. Split Analysis – KMO-Bartlett's Test Result – Part II**
Source: SPSS 16.0 Output – Primary Data

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 3.106 | 38.829 | 38.829 | 3.106 | 38.829 | 38.829 | 2.609 | 32.611 | 32.611 |
| 2 | 1.362 | 17.022 | 55.851 | 1.362 | 17.022 | 55.851 | 1.562 | 19.528 | 52.139 |
| 3 | 1.210 | 15.128 | 70.979 | 1.210 | 15.128 | 70.979 | 1.507 | 18.840 | 70.979 |
| 4 | .727 | 9.083 | 80.062 | | | | | | |
| 5 | .514 | 6.430 | 86.492 | | | | | | |
| 6 | .442 | 5.521 | 92.014 | | | | | | |
| 7 | .361 | 4.518 | 96.531 | | | | | | |
| 8 | .277 | 3.469 | 100.000 | | | | | | |

Extraction Method: Principal Component Analysis.

## 4.11. Split Analysis – Total Variance Explained – Part I
Source: SPSS 16.0 Output – Primary Data

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 2.851 | 35.640 | 35.640 | 2.851 | 35.640 | 35.640 | 2.344 | 29.301 | 29.301 |
| 2 | 1.567 | 19.591 | 55.232 | 1.567 | 19.591 | 55.232 | 1.709 | 21.357 | 50.658 |
| 3 | 1.039 | 12.991 | 68.223 | 1.039 | 12.991 | 68.223 | 1.405 | 17.565 | 68.223 |
| 4 | .828 | 10.347 | 78.570 | | | | | | |
| 5 | .677 | 8.459 | 87.029 | | | | | | |
| 6 | .469 | 5.861 | 92.890 | | | | | | |
| 7 | .341 | 4.264 | 97.155 | | | | | | |
| 8 | .228 | 2.845 | 100.000 | | | | | | |

Extraction Method: Principal Component Analysis.

## 4.12. Split Analysis – Total Variance Explained – Part II

Source: SPSS 16.0 Output – Primary Data

## 4.5.  Data Interpretation

Based on the calculation of factor analysis through SPSS 16.00 for 54 items / statements / variables, there are 8 manifest variables passed the certain value of KMO-Bartlett's and Anti-Image Matrix Test, those variables formed into 3 factors. Those 3 factors are the dominant factors which shows the Psychological Well-Being condition of the respondents—employee who is currently working at selected public accounting firm. All variables are formed with Ryff 6 dimensions of PWB conditions—involves Job Satisfaction, Hygiene factor and Motivation Factor—as the fundamental theory.

### 4.5.1.  First Dominant Factor

Below table is list of variables grouped in to first dominant factor.

| Variables | Loading Factor |
|---|---|
| 10. I am willing to share my time with others. | .774 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | .705 |
| 54. I keep learning from my previously done works, even if it is a failure. | .645 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | .543 |

**Table 4.13. The First Factor**
Source: SPSS 16.0 and primary data

The first dominant factor formed by 4 manifest variables as shown at above table. They are grouped into the first factor because all of them have loading factor

value more than 0.5. The analysis of the variables / statements grouped in the table brought researcher into one correlation. Those variables are all about some one's being. It mainly explains about environmental mastery and personal relationship with other. Based on mentioned analysis, researcher grouped all manifest variables at the first dominant factor into a latent variable of **"maintain good relationship with others and improvement by having a mentality as a learner"**.

### 4.5.2. Second Dominant Factor

Below table is list of variables grouped in to second dominant factor.

| Variables | Loading Factor |
|---|---|
| 51. I have opportunity to learn at my work. | .835 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | .775 |

**Table 4.14. The Second Factor**
Source: SPSS 16.0 and primary data

The second dominant factor consists of 2 manifest variables as can be seen from above table. The extracted variables are mainly states about self-actualization and purpose in life. Based on that analysis, researcher describes the manifest variables as a latent variable of "**continual improvement through self-government**".

### 4.5.3. Third Dominant Factor

Below table is list of variables grouped in to third dominant factor.

| Variables | Loading Factor |
|---|---|
| 20. I am able to resist social pressures. | .902 |
| 2. I am worthy as others. | .650 |

**Table 4.15. The Third Factor**
Source: SPSS 16.0 and primary data

The third dominant factor consists of 2 manifest variables. Researcher formed a latent variable "**under controlled autonomy and self-acceptance**". As the loading factors result in positive value, it means when a person having better controlled autonomy and self-acceptance, it identifies the increasing upon one's PWB conditions.

# CHAPTER V  CONCLUSIONS AND RECOMMENDATIONS

## 5.1. Conclusions

Departed from researchers' attention upon the high level of employee turnover rate of most public accounting firm, particularly in Jakarta, this research is conducted to identify the effect of working conditions in company with high employee turnover rate toward its employee's Psychological Well-Being Condition.

To achieve above objective, the following needs to be identified in advance:

1. To what extent is the level of employees' Psychological well-being occurred in a company with high employee turnover rate.
2. The dominant factors dominating employees' Psychological well-being conditions within the company.

The results that are elaborated in Chapter IV have clearly explained above points. Based on the conducted research, it can be concluded that the employee who are working at company who have high employee turnover rate per year—indicated by high stress, tight deadline, high pressures and large workload—have quite positive Psychological Well-being (See 4.3. Interpretation of PWB Condition Based on Ryff's Theory). The result indicates most employee has quite positive psychological well-being conditions. From that fact, researcher can conclude that inconvenient working conditions as high stress, tight deadline, high pressures and large workload does not mean filled by employee with low psychological well-being conditions.

Answering the second point, there are three dominant factors which are best-described the psychological well-being condition of employees who are working in company with high employee turnover rate. First, **maintain good relationship with others and improvement by having a mentality as a learner** help

employee to build positive Psychological well-being. Second, PWB condition can be increased through **continual improvement through self-government**. Third is **under-controlled autonomy and self-security**. The higher quality of mentioned factors, the happier employee would be—equal to higher Psychological Well-Being Level as those variable are resulted in positive value.

## 5.2.  Recommendations

With regard to the research results, there are some lists of recommendation that would improve the quality of the research as well as the understanding of the topics being discussed in this research. The recommendation is divided into 2 parts, first is researcher recommendations toward public accounting firms which are also applicable for other types of company both national and multinational companies which are facing the same problem as it is observed in this thesis report. The second part is the recommendation given for future research.

### a.  For Public Accounting Firm

There are several recommendations for public accounting firms and other companies with the same problem based on the conducted research, as follow:

1)  Researcher recommends managers to gain more understanding about factors that allowing Psychological Well-Being condition to come into more positive level. By doing so, managers are doing an effort of retaining the current productive employee as it has been mentioned in the previous chapter that at this moment, people are pursue a place where they can gain happiness (Workforce 2010).

2) Mentorship. Mentoring defines as the process by which a more experienced employee, known as mentor, advises, counsels, and otherwise enhances the professional development of a new employee, known as protégé.[21] Mentoring allow both mentor and protégé to increase their Psychological Well-Being through their relationship and experience as mentor and protégé.

**b. For Future Research**

This research would be better improved for future research by considering these few things.

1) This research can be more functional and applicable to the subject company where the employees' psychological well-being getting observed allowed researcher to gain some key data—employee turnover rate of the company, list of total employee within the company and per division—in supporting the accomplishment of the research objective. If the company being more cooperative, they will actually experience more benefit of this research compared to what they can get at this research.

2) In this research, it is focus on Audit Division which is identified as division with highest employee turnover rate. For future research, it is very potential to do futher observation upon other divisions within public accounting firms and toward other company which are facing the same problem—high employee turnover rate.

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[21] Greenberg, Jerald & A. Baron Robert. 2003. *Behavior in Organizations: Understanding and Managing the Human Side of Work 8th Edition* p.245. Prentice Hall.

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**APPENDICES**

# Appendices A
**Research Instrument**

# English Version Questionnaire

**Questionnaire**

**1 = strongly disagree, 2 = disagree, 3 = neutral**
**4 = agree, 5 = strongly agree**

**Division: Audit**
**Age:**
**Position:**
**Average Working hour within this week:**
**Gender:** *male / female*
**Status:** *single / married*

| | | **Based on Office Experience at current company** | **Score** |
|---|---|---|---|
| **I** | 1 | I always try to find out the solution of my problem. | |
| | 2 | I am worthy as others. | |
| | 3 | I am fine to acknowledge my mistakes to my boss and my peers. | |
| | 4 | I can explain the strength of mine. | |
| | 5 | The weaknesses in me are needed to be positively changed. | |
| | 6 | I begin my work with enthusiasm every Monday. | |
| | 7 | I feel enthusiastic most of the time I am working. | |
| | 8 | I feel valued at work. | |
| | 9 | I feel affirmed at work. | |

| | | | |
|---|---|---|---|
| **II** | 10 | I am willing to share my time with others. | |
| | 11 | I have several collegues who are trusting me for sharing their private issues. | |
| | 12 | Within the last 7 days, I have helped some of my colleagues in solving their problems. | |
| | 13 | I find it is easy to be warm, open and concern about others. | |
| | 14 | I have satisfied trusting relationship with my colleagues. | |
| | 15 | I have satisfied trusting relationship with my boss. | |
| | 16 | I am a giving person. | |
| | 17 | I respect the works of my peers. | |
| | 18 | I have energy at the end of each work day to attend to the people I care about. | |

| | | | |
|---|---|---|---|
| **III** | 19 | I have confidence in my opinions, even if they are contrary to the general consensus. | |
| | 20 | I am able to resist social pressures. | |
| | 21 | I am independently optimist to finish each task given. | |
| | 22 | I have strong decision about something right even if others against my opinion. | |
| | 23 | I evaluate my self by personal standards not by others irresponsible judgements. | |
| | 24 | Unreasonable judgement coming from others will not cause me in trouble. | |
| | 25 | I will not easily change my decision without any clear reason. | |

| | 26 | I have energy at the end of each work day to engage in personal interests. | |
|---|---|---|---|
| | 27 | I know what is expected of me at work. | |

| | 28 | I feel in charge of the situation at my work place. | |
|---|---|---|---|
| **IV** | 29 | I am capable to manage all my works even with lack of facility. | |
| | 30 | I am good in meeting the needs and value expected from my boss. | |
| | 31 | I seldom make discussion go far than the previously defined point. | |
| | 32 | I seldom make decision out of the topic. | |
| | 33 | Some times situation and condition ought me to take do several changes upon my works. | |
| | 34 | I am capable to fit my company's values. | |
| | 35 | My boss acknowledge my works. | |
| | 36 | My colleague acknowledge my works. | |

| | 37 | I live with purpose. | |
|---|---|---|---|
| **V** | 38 | Mostly, I always set target (projected result) before I start doing my work. | |
| | 39 | Most of my works finished on time because I have planned it previously. | |
| | 40 | Mostly, I always get the purpose of the job before I start to work with it. | |
| | 41 | I have goal to be achieved in my works. | |
| | 42 | I put my past experience as a lesson of life to bring me closer to achieve my goal. | |
| | 43 | I always try to find the best path to allow me finish my work excellently. | |
| | 44 | I tend to set up some steps of making my works done properly and in the given time. | |
| | 45 | I clearly understand my roles and responsibility as an employee in this company. | |

| | 46 | Improvement upon the knowledge of my works is important. | |
|---|---|---|---|
| **VI** | 47 | Improvement upon the skill of my works is important. | |
| | 48 | I continually increase the potency inside my self through every single work given to me. | |
| | 49 | My works allow me to experience continually development upon my self. | |
| | 50 | My manager reviews my progress. | |
| | 51 | I have opportunity to learn at my work. | |
| | 52 | I know someone at work who encourages my development. | |
| | 53 | I am seeing my self as a better person since I worked here. | |
| | 54 | I keep learning from my previously done works, even if it is a failure. | |

**VII**   Please write down your applicable suggestion for your current company which you think allow you and other employees to obtain more happiness.

## Indonesian Version Questionnaire

**Questionnaire**
**1 = sangat tidak setuju, 2 = tidak setuju, 3 = netral**
**4 = setuju, 5 = sangat setuju**

**Divisi: Audit**
**Usia:**
**Posisi:**
**Rata-rata Jam Kerja dalam minggu ini:**
**Jenis Kelamin:** *pria / wanita*
**Status:** *lajang / sudah menikah*

| | | Berdasarkan pengalaman kerja di perusahaan Anda bekerja saat ini | Score |
|---|---|---|---|
| **I** | 1 | Saya selalu berusaha mencari solusi dari permasalahan yang sedang saya hadapi. | |
| | 2 | Saya merasa diri saya berharga sama seperti orang-orang lain di sekitar saya. | |
| | 3 | Saya mengakui sebagian besar kesalahan yang telah saya lakukan kepada atasan dan teman sekerja saya. | |
| | 4 | Saya dapat menyebutkan kekuatan yang ada di dalam diri saya. | |
| | 5 | Kelemahan pada diri saya perlu diubah menjadi lebih baik. | |
| | 6 | Saya antusias untuk mulai bekerja setiap awal minggu. | |
| | 7 | Saya bersemangat hampir di sepanjang hari kerja. | |
| | 8 | Saya merasa dihargai di kantor. | |
| | 9 | Saya merasa diterima di kantor. | |

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| **II** | 10 | Saya bersedia untuk membagi waktu saya bersama orang lain. | |
| | 11 | Beberapa teman sekerja saya mempercayakan isu-isu pribadi mereka kepada saya. | |
| | 12 | Seminggu terakhir ini saya telah membantu beberapa teman kantor saya menyelesaikan persoalan yang mereka sedang hadapi. | |
| | 13 | Bersikap hangat, terbuka, dan peduli terhadap orang lain bukan hal sulit bagi saya. | |
| | 14 | Saya memiliki hubungan saling percaya dengan atasan saya. | |
| | 15 | Saya memiliki hubungan saling percaya dengan rekan sekerja saya. | |
| | 16 | Saya tergolong orang yang murah hati. | |
| | 17 | Saya menghargai hasil kerja rekan sekerja saya. | |
| | 18 | Saya masih bersemangat untuk menghabiskan waktu bersama orang-orang yang saya kasihi sepulang kantor. | |

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| **III** | 19 | Saya cukup percaya diri dengan pendapat saya walaupun terkadang berlawanan dengan persetujuan umum. | |
| | 20 | Saya mampu bertahan dari tekanan orang-orang sekitar. | |
| | 21 | Saya berkeyakinan penuh dalam menyelesaikan setiap pekerjaan. | |
| | 22 | Saya memiliki keyakinan kuat mengenai sesuatu yang benar walaupun terjadi pertentangan dari orang-orang sekitar. | |
| | 23 | Saya mengevaluasi diri saya berdasarkan norma yang berlaku bukan berdasarkan penilaian yang tidak bertanggung jawab dari orang lain. | |
| | 24 | Penilaian yang tidak bertanggung jawab dari orang lain tidak akan mengganggu saya. | |

| 25 | Saya tidak akan mengubah keputusan saya begitu saja tanpa alasan yang jelas. | |
| 26 | Saya masih memiliki waktu untuk melakukan hobi saya setelah jam kerja. | |
| 27 | Saya tahu dengan jelas apa yang diharapkan dari saya dalam pekerjaan saya. | |

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| **IV** | 28 | Saya merasa terlibat terhadap situasi yang sedang terjadi di tempat kerja saya. | |
| | 29 | Saya akan tetap menyelesaikan pekerjaan saya walaupun saya dihadapkan dengan keterbatasan fasilitas. | |
| | 30 | Saya hampir selalu berhasil menyelesaikan pekerjaan sesuai instruksi dari atasan saya. | |
| | 31 | Saya jarang mengambil keputusan yang melenceng dari poin permasalahan. | |
| | 32 | Saya jarang membuat diskusi melenceng dari topik. | |
| | 33 | Situasi dan kondisi terkadang mengharuskan saya mengambil keputusan secara cepat. | |
| | 34 | Saya mampu mencocokkan diri saya dengan nilai-nilai perusahaan. | |
| | 35 | Atasan saya mengakui hasil kerja saya. | |
| | 36 | Rekan sekerja saya mengakui hasil kerja saya. | |

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| **V** | 37 | Saya adalah orang yang hidup dengan tujuan. | |
| | 38 | Saya menentukan target pencapaian terhadap pekerjaan yang diberikan. | |
| | 39 | Hampir semua pekerjaan yang diberikan kepada saya selesai tepat waktu. | |
| | 40 | Saya berusaha memahami tujuan dari pekerjaan yang akan saya kerjakan. | |
| | 41 | Saya bersemangat dalam menyelesaikan pekerjaan saya. | |
| | 42 | Pengalaman kerja menuntun saya semakin dekat dengan tujuan hidup saya. | |
| | 43 | Saya selalu berusaha menemukan cara terbaik dalam menyelesaikan pekerjaan saya. | |
| | 44 | Saya berusaha menyusun langkah paling efektif dalam menyelesaikan pekerjaan. | |
| | 45 | Saya mengerti tugas dan tanggung jawab saya sebagai pekerja. | |

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| **VI** | 46 | Penting untuk terus meningkatkan pengetahuan dari pekerjaan yang dilakukan. | |
| | 47 | Penting untuk terus meningkatkan keterampilan dalam bekerja. | |
| | 48 | Saya berusaha memaksimalkan potensi diri saya dalam setiap pekerjaan yang diberikan. | |
| | 49 | Saya berkembang menjadi lebih baik di perusahan ini. | |
| | 50 | Manajer saya memperhatikan kemajuan dari hasil pekerjaan saya. | |
| | 51 | Saya belajar banyak hal di perusahaan tempat saya bekerja. | |
| | 52 | Ada orang yang mendorong perkembangan saya di kantor. | |
| | 53 | Saya berubah menjadi pribadi yang semakin baik setelah saya masuk ke perusahaan ini. | |
| | 54 | Saya belajar dari kesalahan yang saya pernah lakukan. | |

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| **VII** | 1 | Sebutkan saran yang dapat dilakukan perusahaan terhadap Anda dan karyawan lain dalam upaya untuk meningkatkan tingkat kebahagiaan karyawan. |

# Appendices B

**Succesive Interval Method—Result**

**Ordinal Data**

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 5 | 3 | 4 | 3 | 4 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 |
| 2 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 3 | 3 | 2 | 3 | 3 | 4 | 5 | 5 | 3 | 5 | 5 | 1 | 5 | 4 | 3 | 4 | 4 | 4 | 5 | 1 |
| 3 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 2 | 1 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 1 | 1 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 |
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| 6 | 4 | 4 | 4 | 3 | 2 | 2 | 2 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 |
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| 8 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 3 | 5 | 4 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 |
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| 11 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 |
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| 14 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 |
| 15 | 5 | 3 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 3 | 4 | 4 | 5 | 5 | 4 | 3 | 3 | 5 | 3 | 4 | 4 | 5 | 3 | 4 | 4 | 4 |
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| 17 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 |
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| 20 | 4 | 5 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 5 | 4 | 4 |
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| 22 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 23 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 2 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 4 |
| 24 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 |
| 25 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 |
| 26 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 3 | 1 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 5 | 4 |
| 27 | 4 | 4 | 3 | 4 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 3 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 2 | 4 |
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| 29 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
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| 31 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 2 | 4 |
| 32 | 4 | 4 | 3 | 4 | 4 | 2 | 2 | 4 | 4 | 4 | 4 | 1 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 2 | 3 |
| 33 | 4 | 4 | 4 | 3 | 5 | 5 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 |

| | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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| 13 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 5 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 5 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 |
| 14 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 4 |
| 15 | 5 | 3 | 4 | 4 | 5 | 4 | 3 | 4 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 4 | 3 | 3 | 4 | 5 | 5 | 4 | 3 | 3 | 4 | 5 | 5 |
| 16 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 17 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 |
| 18 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 4 |
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| 20 | 5 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
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| 22 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
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| 24 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 25 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 |
| 26 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 |
| 27 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 3 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 5 | 4 | 5 |
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| 29 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
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| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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| | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **34** | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 |
| **35** | 3 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 3 | 4 | 5 |
| **36** | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 5 |
| **37** | 5 | 5 | 4 | 2 | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 3 | 5 |
| **38** | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 2 | 4 | 4 |
| **39** | 2 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 5 | 4 | 3 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 2 | 4 | 3 | 4 | 4 |
| **40** | 3 | 3 | 3 | 4 | 3 | 5 | 4 | 3 | 3 | 3 | 3 | 3 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 3 | 3 | 4 | 4 | 3 | 4 |
| **41** | 4 | 4 | 3 | 3 | 3 | 5 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| **42** | 4 | 2 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 5 |
| **43** | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| **44** | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 5 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 5 | 5 | 4 | 3 | 3 | 3 | 4 | 4 | 4 |
| **45** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 5 | 5 | 4 | 5 | 4 | 3 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 3 | 3 | 4 | 3 | 3 |
| **46** | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 5 |
| **47** | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 4 |
| **48** | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 5 | 4 | 4 | 4 |
| **49** | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 3 | 5 | 5 |
| **50** | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 1 | 2 | 3 | 2 | 3 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 3 | 3 | 2 | 3 | 2 |
| **51** | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 |
| **52** | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 5 | 4 | 3 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 5 | 3 | 4 | 5 |
| **53** | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| **54** | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 |
| **55** | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| **56** | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 3 | 4 | 3 | 4 | 4 |
| **57** | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 4 |
| **58** | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 |
| **59** | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| **60** | 3 | 3 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 3 | 3 | 2 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 2 | 4 | 4 |
| **61** | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 5 | 3 | 4 | 3 |
| **62** | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 5 | 3 | 4 | 3 |
| **63** | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 5 |
| **64** | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| **65** | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 4 |

**Interval Data—After transformed by SIM (Successive Interval Methods)**

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 5,44 | 2,79 | 4,05 | 2,79 | 4,05 | 1,76 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 |
| 2 | 4,05 | 4,05 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 2,79 | 2,79 | 1,76 | 2,79 | 2,79 | 4,05 | 5,44 | 5,44 | 2,79 | 5,44 | 5,44 | 1,00 | 5,44 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 1,00 |
| 3 | 2,79 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 1,76 | 1,00 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 |
| 4 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 1,00 | 1,00 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 |
| 5 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 1,76 | 2,79 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| 6 | 4,05 | 4,05 | 4,05 | 2,79 | 1,76 | 1,76 | 1,76 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 |
| 7 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 5,44 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 1,76 | 1,76 | 1,76 | 1,76 | 1,76 | 1,76 | 2,79 |
| 8 | 4,05 | 4,05 | 4,05 | 2,79 | 5,44 | 4,05 | 4,05 | 4,05 | 2,79 | 5,44 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 |
| 9 | 5,44 | 5,44 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 |
| 10 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 5,44 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 |
| 11 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 2,79 |
| 12 | 5,44 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 5,44 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 |
| 13 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 |
| 14 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 |
| 15 | 5,44 | 2,79 | 2,79 | 5,44 | 4,05 | 5,44 | 4,05 | 5,44 | 5,44 | 5,44 | 2,79 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 2,79 | 2,79 | 5,44 | 2,79 | 4,05 | 4,05 | 5,44 | 2,79 | 4,05 | 4,05 | 4,05 |
| 16 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 |
| 17 | 2,79 | 1,76 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 |
| 18 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 |
| 19 | 5,44 | 5,44 | 4,05 | 5,44 | 5,44 | 2,79 | 4,05 | 5,44 | 4,05 | 5,44 | 5,44 | 4,05 | 5,44 | 4,05 | 2,79 | 5,44 | 4,05 | 2,79 | 5,44 | 4,05 | 2,79 | 4,05 | 5,44 | 4,05 | 5,44 | 2,79 | 2,79 |
| 20 | 4,05 | 5,44 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 5,44 | 4,05 |
| 21 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 1,76 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 |
| 22 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| 23 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 1,76 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 |
| 24 | 4,05 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 |
| 25 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 |
| 26 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 5,44 | 2,79 | 1,00 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 5,44 | 4,05 |
| 27 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 5,44 | 4,05 | 5,44 | 4,05 | 5,44 | 5,44 | 2,79 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 1,76 | 4,05 |
| 28 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 1,76 | 5,44 | 5,44 | 2,79 | 2,79 | 5,44 | 4,05 | 4,05 | 2,79 | 4,05 | 5,44 | 2,79 | 2,79 | 5,44 | 2,79 | 2,79 | 1,76 | 2,79 | 1,00 | 1,76 |
| 29 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| 30 | 4,05 | 4,05 | 2,79 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 1,76 | 4,05 | 2,79 | 4,05 | 1,76 | 4,05 | 4,05 | 4,05 |
| 31 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 1,76 | 4,05 |
| 32 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 1,76 | 1,76 | 4,05 | 4,05 | 4,05 | 4,05 | 1,00 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 1,76 | 2,79 |
| 33 | 4,05 | 4,05 | 4,05 | 2,79 | 5,44 | 5,44 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 2,79 |

| | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **1** | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 5,44 | 5,44 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 2,79 | 2,79 | 4,05 |
| **2** | 1,00 | 2,79 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 2,79 | 2,79 | 5,44 | 5,44 | 5,44 | 2,79 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 5,44 | 5,44 | 5,44 | 5,44 | 2,79 | 4,05 | 1,00 | 5,44 | 5,44 |
| **3** | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 | 5,44 | 2,79 | 4,05 | 1,76 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 5,44 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 |
| **4** | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 |
| **5** | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| **6** | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 |
| **7** | 2,79 | 2,79 | 1,76 | 1,76 | 1,76 | 2,79 | 2,79 | 1,76 | 1,76 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 |
| **8** | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 |
| **9** | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| **10** | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 |
| **11** | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 |
| **12** | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 5,44 | 2,79 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 |
| **13** | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 5,44 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 5,44 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 |
| **14** | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 |
| **15** | 5,44 | 2,79 | 4,05 | 4,05 | 5,44 | 4,05 | 2,79 | 4,05 | 5,44 | 5,44 | 5,44 | 5,44 | 2,79 | 4,05 | 5,44 | 4,05 | 2,79 | 2,79 | 4,05 | 5,44 | 5,44 | 4,05 | 2,79 | 2,79 | 4,05 | 5,44 | 5,44 |
| **16** | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| **17** | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 |
| **18** | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 |
| **19** | 5,44 | 4,05 | 2,79 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 5,44 | 4,05 | 5,44 | 4,05 | 5,44 | 2,79 | 2,79 | 5,44 | 4,05 | 5,44 | 2,79 | 4,05 | 5,44 | 4,05 | 5,44 | 4,05 |
| **20** | 5,44 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| **21** | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 |
| **22** | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| **23** | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 1,76 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 |
| **24** | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| **25** | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 |
| **26** | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 5,44 |
| **27** | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 2,79 | 5,44 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 5,44 | 4,05 | 5,44 |
| **28** | 2,79 | 2,79 | 2,79 | 1,76 | 1,76 | 4,05 | 4,05 | 2,79 | 2,79 | 5,44 | 2,79 | 1,76 | 5,44 | 5,44 | 4,05 | 5,44 | 5,44 | 4,05 | 5,44 | 5,44 | 5,44 | 5,44 | 2,79 | 5,44 | 4,05 | 2,79 | 5,44 |
| **29** | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| **30** | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 |
| **31** | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| **32** | 2,79 | 4,05 | 1,76 | 1,76 | 1,76 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 1,76 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| **33** | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 5,44 |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 34 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 |
| 35 | 5,44 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 5,44 | 4,05 | 2,79 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 1,76 | 4,05 |
| 36 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 4,05 | 2,79 | 4,05 | 4,05 | 5,44 | 2,79 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 2,79 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 |
| 37 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 2,79 | 5,44 | 5,44 | 5,44 | 4,05 | 1,76 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 4,05 | 5,44 | 2,79 | 4,05 | 2,79 | 5,44 |
| 38 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 1,76 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 1,76 | 4,05 |
| 39 | 4,05 | 4,05 | 2,79 | 4,05 | 5,44 | 1,76 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 1,00 | 4,05 | 2,79 | 4,05 | 5,44 | 5,44 | 5,44 | 1,76 | 4,05 | 4,05 | 2,79 | 1,76 | 1,76 | 4,05 | 1,76 | 4,05 |
| 40 | 5,44 | 4,05 | 2,79 | 4,05 | 5,44 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 5,44 | 5,44 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 |
| 41 | 4,05 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 2,79 | 5,44 | 5,44 | 2,79 | 2,79 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| 42 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 1,76 | 1,76 | 2,79 | 2,79 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 1,76 | 2,79 | 1,76 | 2,79 |
| 43 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 1,76 | 4,05 |
| 44 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 5,44 | 2,79 | 2,79 | 4,05 | 5,44 | 5,44 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 5,44 | 4,05 | 2,79 | 4,05 |
| 45 | 5,44 | 5,44 | 5,44 | 2,79 | 5,44 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 1,00 | 2,79 |
| 46 | 4,05 | 4,05 | 2,79 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 1,76 | 4,05 | 2,79 | 4,05 | 1,76 | 4,05 | 4,05 | 4,05 |
| 47 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 1,76 | 4,05 |
| 48 | 5,44 | 5,44 | 2,79 | 5,44 | 5,44 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 |
| 49 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 2,79 | 2,79 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 1,76 | 4,05 |
| 50 | 1,00 | 1,00 | 1,76 | 2,79 | 1,00 | 1,76 | 4,05 | 4,05 | 1,76 | 1,76 | 4,05 | 2,79 | 1,76 | 4,05 | 2,79 | 1,76 | 1,76 | 4,05 | 4,05 | 2,79 | 2,79 | 1,76 | 1,76 | 1,76 | 2,79 | 5,44 | 2,79 |
| 51 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 1,76 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 1,76 | 2,79 |
| 52 | 4,05 | 2,79 | 2,79 | 5,44 | 1,76 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 5,44 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 |
| 53 | 5,44 | 5,44 | 1,76 | 2,79 | 5,44 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 5,44 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| 54 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 5,44 | 1,76 | 4,05 |
| 55 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| 56 | 2,79 | 2,79 | 5,44 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 5,44 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 |
| 57 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 1,76 | 4,05 |
| 58 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 5,44 | 4,05 |
| 59 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 1,76 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 |
| 60 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 2,79 | 4,05 | 4,05 | 5,44 | 4,05 | 1,76 | 4,05 | 2,79 | 2,79 | 2,79 | 5,44 | 1,76 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 1,76 | 4,05 |
| 61 | 4,05 | 4,05 | 4,05 | 1,76 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 |
| 62 | 4,05 | 4,05 | 4,05 | 1,76 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 |
| 63 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 2,79 | 5,44 |
| 64 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| 65 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 1,76 | 1,76 | 4,05 | 4,05 | 4,05 | 1,76 | 1,76 | 4,05 | 5,44 | 4,05 | 5,44 | 5,44 | 5,44 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 5,44 | 5,44 |

| | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 34 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 |
| 35 | 2,79 | 4,05 | 5,44 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 2,79 | 4,05 | 5,44 |
| 36 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 2,79 | 5,44 |
| 37 | 5,44 | 5,44 | 4,05 | 1,76 | 1,76 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 2,79 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 5,44 |
| 38 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 1,76 | 4,05 | 4,05 |
| 39 | 1,76 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 5,44 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 1,76 | 4,05 | 2,79 | 4,05 | 4,05 |
| 40 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 5,44 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 |
| 41 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 5,44 | 5,44 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| 42 | 4,05 | 1,76 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 2,79 | 5,44 | 5,44 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 5,44 |
| 43 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| 44 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 5,44 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 |
| 45 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 5,44 | 5,44 | 4,05 | 5,44 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 |
| 46 | 2,79 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 2,79 | 5,44 |
| 47 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 1,76 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 2,79 | 4,05 |
| 48 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 2,79 | 5,44 | 4,05 | 4,05 | 4,05 |
| 49 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 2,79 | 5,44 | 5,44 |
| 50 | 1,76 | 1,76 | 2,79 | 1,76 | 1,76 | 1,76 | 1,76 | 2,79 | 2,79 | 1,00 | 1,76 | 2,79 | 1,76 | 2,79 | 1,00 | 1,00 | 1,00 | 1,76 | 1,00 | 1,00 | 1,00 | 1,76 | 2,79 | 2,79 | 1,76 | 2,79 | 1,76 |
| 51 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 |
| 52 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 5,44 | 4,05 | 2,79 | 5,44 | 4,05 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 4,05 | 2,79 | 5,44 | 2,79 | 4,05 | 5,44 |
| 53 | 2,79 | 2,79 | 2,79 | 2,79 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 1,76 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 | 2,79 |
| 54 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 5,44 |
| 55 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| 56 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 2,79 | 4,05 | 2,79 | 4,05 | 4,05 |
| 57 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 1,76 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 2,79 | 4,05 |
| 58 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 5,44 |
| 59 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| 60 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 5,44 | 2,79 | 2,79 | 1,76 | 5,44 | 5,44 | 5,44 | 4,05 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 1,76 | 1,76 | 4,05 | 4,05 |
| 61 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 2,79 | 5,44 | 2,79 | 4,05 | 2,79 |
| 62 | 2,79 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 2,79 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 4,05 | 4,05 | 2,79 | 5,44 | 2,79 | 4,05 | 2,79 |
| 63 | 2,79 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 5,44 | 4,05 | 5,44 | 5,44 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 |
| 64 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 2,79 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 |
| 65 | 2,79 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 4,05 | 4,05 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 4,05 | 5,44 | 4,05 | 4,05 | 4,05 |

# Appendices C

**Psychological Well-Being—based on Ryff Theory**

## 1st Dimension—Self Acceptance

| Statements | Frequency of the Distribution | | | | | Total |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| 1. I always try to find out the solution of my problem. | 1 | 0 | 6 | 39 | 19 | 65 |
| 2. I am worthy as others. | 1 | 1 | 9 | 40 | 14 | 65 |
| 3. I am fine to acknowledge my mistakes to my boss and my peers. | | 2 | 19 | 38 | 6 | 65 |
| 4. I can explain the strength of mine. | 0 | 2 | 19 | 37 | 7 | 65 |
| 5. The weaknesses in me are needed to be positively changed. | 1 | 2 | 10 | 27 | 25 | 65 |
| 6.I begin my work with enthusiasm every Monday. | 1 | 9 | 20 | 26 | 9 | 65 |
| 7. I feel enthusiastic most of the time I am working. | 1 | 4 | 24 | 31 | 5 | 65 |
| 8. I feel valued at work. | 0 | 1 | 20 | 37 | 7 | 65 |
| 9. I feel affirmed at work. | 0 | 1 | 23 | 35 | 6 | 65 |
| **Total response** | 5 | 22 | 150 | 310 | 98 | |

## 2nd Dimension—Personal Relation with Others

| Statements | Frequency of the Distribution | | | | | Total |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| 10. I am willing to share my time with others. | 0 | 2 | 6 | 40 | 17 | 65 |
| 11. I have several collegues who are trusting me for sharing their private issues. | 0 | 5 | 20 | 33 | 7 | 65 |
| 12. Within the last 7 days, I have helped some of my colleagues in solving their problems. | 4 | 3 | 31 | 26 | 1 | 65 |
| 13. I find it is easy to be warm, open and concern about others. | 0 | 2 | 13 | 45 | 5 | 65 |
| 14. I have satisfied trusting relationship with my colleagues. | 0 | 0 | 18 | 41 | 6 | 65 |
| 15. I have satisfied trusting relationship with my boss. | 0 | 0 | 16 | 43 | 6 | 65 |
| 16. I am a giving person. | 0 | 1 | 10 | 47 | 7 | 65 |
| 17. I respect the works of my peers. | 0 | 1 | 5 | 45 | 14 | 65 |
| 18. I have energy at the end of each work day to attend to the people I care about. | 0 | 1 | 15 | 35 | 14 | 65 |
| **Total response** | 4 | 15 | 134 | 355 | 77 | |

### 3rd Dimension—Autonomy

| Statements | Frequency of the Distribution | | | | | Total |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| 19. I have confidence in my opinions, even if they are contrary to the general consensus. | 1 | 1 | 29 | 29 | 5 | 65 |
| 20. I am able to resist social pressures. | 0 | 2 | 20 | 42 | 1 | 65 |
| 21. I am independently optimist to finish each task given. | 0 | 1 | 12 | 45 | 7 | 65 |
| 22. I have strong decision about something right even if others against my opinion. | 0 | 2 | 21 | 39 | 3 | 65 |
| 23. I evaluate my self by personal standards not by others irresponsible judgements. | 0 | 3 | 19 | 35 | 8 | 65 |
| 24. Unreasonable judgement coming from others will not cause me in trouble. | 0 | 7 | 18 | 37 | 3 | 65 |
| 25. I will not easily change my decision without any clear reason. | 0 | 1 | 20 | 41 | 3 | 65 |
| 26. I have energy at the end of each work day to engage in personal interests. | 2 | 15 | 18 | 24 | 6 | 65 |
| 27. I know what is expected of me at work. | 1 | 1 | 19 | 41 | 3 | 65 |
| **Total response** | 4 | 33 | 176 | 333 | 39 | |

### 4th Dimension—Environmental Mastery

| Statements | Frequency of the Distribution | | | | | Total |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| 28. I feel in charge of the situation at my work place. | 1 | 2 | 27 | 30 | 5 | 65 |
| 29. I am capable to manage all my works even with lack of facility. | 0 | 2 | 22 | 38 | 3 | 65 |
| 30. I am good in meeting the needs and value expected from my boss. | 0 | 2 | 24 | 34 | 5 | 65 |
| 31. I seldom make discussion go far than the previously defined point. | 0 | 5 | 27 | 30 | 3 | 65 |
| 32. I seldom make decision out of the topic. | 0 | 5 | 22 | 34 | 4 | 65 |
| 33. Some times situation and condition ought me to take do several changes upon my works. | 0 | 1 | 15 | 39 | 10 | 65 |
| 34. I am capable to fit my company's values. | 0 | 1 | 15 | 47 | 2 | 65 |
| 35. My boss acknowledge my works. | 0 | 1 | 28 | 33 | 3 | 65 |
| 36. My colleague acknowledge my works. | 0 | 1 | 18 | 41 | 5 | 65 |
| **Total response** | 1 | 20 | 198 | 326 | 40 | |

**5<sup>th</sup> Dimension—Purpose in Life**

| Statements | Frequency of the Distribution | | | | | Total |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| 37. I live with purpose. | 1 | 1 | 9 | 31 | 23 | 65 |
| 38. Mostly, I always set target (projected result) before I start doing my work. | 0 | 1 | 18 | 36 | 10 | 65 |
| 39. Most of my works finished on time because I have planned it previously. | 0 | 3 | 17 | 39 | 6 | 65 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | 0 | 3 | 15 | 38 | 9 | 65 |
| 41. I have goal to be achieved in my works. | 0 | 0 | 10 | 46 | 9 | 65 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | 1 | 2 | 14 | 36 | 12 | 65 |
| 43. I always try to find the best path to allow me finish my work excellently. | 1 | 0 | 10 | 45 | 9 | 65 |
| 44. I tend to set up some steps of making my works done properly and in the given time. | 1 | 0 | 11 | 47 | 6 | 65 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | 0 | 1 | 16 | 40 | 8 | 65 |
| **Total response** | 4 | 11 | 120 | 358 | 92 | |

**6<sup>th</sup> Dimension—Personal Growth**

| Statements | Frequency of the Distribution | | | | | Total |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| 46. Improvement upon the knowledge of my works is important. | 1 | 0 | 6 | 31 | 27 | 65 |
| 47. Improvement upon the skill of my works is important. | 1 | 0 | 7 | 31 | 26 | 65 |
| 48. I continually increase the potency inside my self through every single work given to me. | 1 | 0 | 9 | 38 | 17 | 65 |
| 49. My works allow me to experience continually development upon my self. | 0 | 1 | 10 | 44 | 10 | 65 |
| 50. My manager reviews my progress. | 0 | 1 | 25 | 36 | 3 | 65 |
| 51. I have opportunity to learn at my work. | 0 | 1 | 14 | 35 | 15 | 65 |
| 52. I know someone at work who encourages my development. | 1 | 3 | 21 | 39 | 1 | 65 |

| | | | | | |
|---|---|---|---|---|---|
| 53. I am seeing my self as a better person since I worked here. | 0 | 0 | 21 | 40 | 4 | 65 |
| 54. I keep learning from my previously done works, even if it is a failure. | 0 | 1 | 9 | 39 | 16 | 65 |
| **Total response** | 4 | 7 | 122 | 333 | 119 | |

| Score | Total Response | | | | | |
|---|---|---|---|---|---|---|
| | **SA** | **PR** | **AU** | **EM** | **PL** | **PG** |
| 1 - Strongly Disagree | 5 | 4 | 4 | 1 | 4 | 4 |
| 2 - Disagree | 22 | 15 | 33 | 20 | 11 | 7 |
| 3 - Neutral | 150 | 134 | 176 | 198 | 120 | 122 |
| 4 - Agree | 310 | 355 | 333 | 326 | 358 | 333 |
| 5 - Strongly Agree | 98 | 77 | 39 | 40 | 92 | 119 |
| **Total** | **585** | **585** | **585** | **585** | **585** | **585** |

# Appendices D
**Factor Analysis Output**

**SPSS Output**

**Validity and Reliability Test**

**Validity Test**

| | Corrected Item-Total Correlation | r-table | Validity |
|---|---|---|---|
| 1. I always try to find out the solution of my problem. | .897 | 0.361 | Valid |
| 2. I am worthy as others. | .901 | 0.361 | Valid |
| 3. I am fine to acknowledge my mistakes to my boss and my peers. | .662 | 0.361 | Valid |
| 4. I can explain the strength of mine. | .750 | 0.361 | Valid |
| 5. The weaknesses in me are needed to be positively changed. | .900 | 0.361 | Valid |
| 6.I begin my work with enthusiasm every Monday. | .732 | 0.361 | Valid |
| 7. I feel enthusiastic most of the time I am working. | .712 | 0.361 | Valid |
| 8. I feel valued at work. | .846 | 0.361 | Valid |
| 9. I feel affirmed at work. | .832 | 0.361 | Valid |
| 10. I am willing to share my time with others. | .875 | 0.361 | Valid |
| 11. I have several collegues who are trusting me for sharing their private issues. | .687 | 0.361 | Valid |
| 12. Within the last 7 days, I have helped some of my colleagues in solving their problems. | .695 | 0.361 | Valid |
| 13. I find it is easy to be warm, open and concern about others. | .835 | 0.361 | Valid |
| 14. I have satisfied trusting relationship with my colleagues. | .836 | 0.361 | Valid |
| 15. I have satisfied trusting relationship with my boss. | .773 | 0.361 | Valid |
| 16. I am a giving person. | .806 | 0.361 | Valid |
| 17. I respect the works of my peers. | .880 | 0.361 | Valid |
| 18. I have energy at the end of each work day to attend to the people I care about. | .711 | 0.361 | Valid |
| 19. I have confidence in my opinions, even if they are contrary to the general consensus. | .820 | 0.361 | Valid |
| 20. I am able to resist social pressures. | .792 | 0.361 | Valid |
| 21. I am independently optimist to finish each task given. | .823 | 0.361 | Valid |
| 22. I have strong decision about something right even if others against my opinion. | .813 | 0.361 | Valid |

| | | | |
|---|---|---|---|
| 23. I evaluate my self by personal standards not by others irresponsible judgements. | .800 | 0.361 | Valid |
| 24. Unreasonable judgement coming from others will not cause me in trouble. | .725 | 0.361 | Valid |
| 25. I will not easily change my decision without any clear reason. | .793 | 0.361 | Valid |
| 26. I have energy at the end of each work day to engage in personal interests. | .644 | 0.361 | Valid |
| 27. I know what is expected of me at work. | .892 | 0.361 | Valid |
| 28. I feel in charge of the situation at my work place. | .829 | 0.361 | Valid |
| 29. I am capable to manage all my works even with lack of facility. | .825 | 0.361 | Valid |
| 30. I am good in meeting the needs and value expected from my boss. | .772 | 0.361 | Valid |
| 31. I seldom make discussion go far than the previously defined point. | .695 | 0.361 | Valid |
| 32. I seldom make decision out of the topic. | .833 | 0.361 | Valid |
| 33. Sometimes situation and condition ought me to take do several changes upon my works. | .782 | 0.361 | Valid |
| 34. I am capable to fit my company's values. | .931 | 0.361 | Valid |
| 35. My boss acknowledge my works. | .893 | 0.361 | Valid |
| 36. My colleague acknowledge my works. | .894 | 0.361 | Valid |
| 37. I live with purpose. | .843 | 0.361 | Valid |
| 38. Mostly, I always set target (projected result) before I start doing my work. | .795 | 0.361 | Valid |
| 39. Most of my works finished on time because I have planned it previously. | .837 | 0.361 | Valid |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | .792 | 0.361 | Valid |
| 41. I have goal to be achieved in my works. | .877 | 0.361 | Valid |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | .867 | 0.361 | Valid |
| 43. I always try to find the best path to allow me finish my work excellently. | .860 | 0.361 | Valid |
| 44. I tend to set up some steps of making my works done properly and in the given time. | .847 | 0.361 | Valid |
| 45. I clearly understand my roles and responsibility as an employee in this company. | .849 | 0.361 | Valid |
| 46. Improvement upon the knowledge of my works is important. | .780 | 0.361 | Valid |
| 47. Improvement upon the skill of my works is important. | .855 | 0.361 | Valid |

| | | 0.361 | |
|---|---|---|---|
| 48. I continually increase the potency inside my self through every single work given to me. | .899 | 0.361 | Valid |
| 49. My works allow me to experience continually development upon my self. | .869 | 0.361 | Valid |
| 50. My manager reviews my progress. | .807 | 0.361 | Valid |
| 51. I have opportunity to learn at my work. | .706 | 0.361 | Valid |
| 52. I know someone at work who encourages my development. | .781 | 0.361 | Valid |
| 53. I am seeing my self as a better person since I worked here. | .859 | 0.361 | Valid |
| 54. I keep learning from my previously done works, even if it is a failure. | .849 | 0.361 | Valid |

Source: Developed by Researcher based on SPSS 16.0 Output

## SPSS Output

**Case Processing Summary**

| | | N | % |
|---|---|---|---|
| Cases | Valid | 30 | 100.0 |
| | Excluded[a] | 0 | .0 |
| | Total | 30 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .991 | .991 | 54 |

**Item-Total Statistics**

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|
| 1. I always try to find out the solution of my problem. | 155.3407 | 1545.674 | .897 | .990 |
| 2. I am worthy as others. | 155.4173 | 1546.986 | .901 | .990 |
| 3. I am fine to acknowledge my mistakes to my boss and my peers. | 155.7313 | 1569.807 | .662 | .991 |
| 4. I can explain the strength of mine. | 156.1227 | 1571.958 | .750 | .990 |
| 5. The weaknesses in me are needed to be positively changed. | 155.4173 | 1547.107 | .900 | .990 |
| 6.I begin my work with enthusiasm every Monday. | 156.3363 | 1572.767 | .732 | .990 |
| 7. I feel enthusiastic most of the time I am working. | 156.2697 | 1574.927 | .712 | .990 |
| 8. I feel valued at work. | 156.0737 | 1565.020 | .846 | .990 |
| 9. I feel affirmed at work. | 156.0353 | 1562.802 | .832 | .990 |
| 10. I am willing to share my time with others. | 155.6090 | 1555.295 | .875 | .990 |
| 11. I have several collegues who are trusting me for sharing their private issues. | 155.8363 | 1566.838 | .687 | .991 |
| 12. Within the last 7 days, I have helped some of my colleagues in solving their problems. | 156.3277 | 1573.944 | .695 | .990 |
| 13. I find it is easy to be warm, open and concern about others. | 155.9863 | 1561.942 | .835 | .990 |
| 14. I have satisfied trusting relationship with my colleagues. | 156.0320 | 1558.703 | .836 | .990 |

| | | | | |
|---|---|---|---|---|
| 15. I have satisfied trusting relationship with my boss. | 155.9953 | 1562.321 | .773 | .990 |
| 16. I am a giving person. | 155.8360 | 1562.803 | .806 | .990 |
| 17. I respect the works of my peers. | 155.4173 | 1548.656 | .880 | .990 |
| 18. I have energy at the end of each work day to attend to the people I care about. | 155.9883 | 1567.474 | .711 | .990 |
| 19. I have confidence in my opinions, even if they are contrary to the general consensus. | 156.2133 | 1573.478 | .820 | .990 |
| 20. I am able to resist social pressures. | 156.0353 | 1565.452 | .792 | .990 |
| 21. I am independently optimist to finish each task given. | 155.8080 | 1562.181 | .823 | .990 |
| 22. I have strong decision about something right even if others against my opinion. | 155.8463 | 1565.152 | .813 | .990 |
| 23. I evaluate my self by personal standards not by others irresponsible judgements. | 155.8993 | 1556.892 | .800 | .990 |
| 24. Unreasonable judgement coming from others will not cause me in trouble. | 156.1947 | 1569.419 | .725 | .990 |
| 25. I will not easily change my decision without any clear reason. | 155.7210 | 1557.940 | .793 | .990 |
| 26. I have energy at the end of each work day to engage in personal interests. | 155.9380 | 1566.891 | .644 | .991 |
| 27. I know what is expected of me at work. | 155.7873 | 1551.880 | .892 | .990 |
| 28. I feel in charge of the situation at my work place. | 156.1087 | 1565.226 | .829 | .990 |

| | | | | |
|---|---|---|---|---|
| 29. I am capable to manage all my works even with lack of facility. | 155.9687 | 1565.905 | .825 | .990 |
| 30. I am good in meeting the needs and value expected from my boss. | 156.0040 | 1563.332 | .772 | .990 |
| 31. I seldom make discussion go far than the previously defined point. | 156.2157 | 1572.358 | .695 | .990 |
| 32. I seldom make decision out of the topic. | 156.2697 | 1567.548 | .833 | .990 |
| 33. Some times situation and condition ought me to take do several changes upon my works. | 155.9480 | 1562.985 | .782 | .990 |
| 34. I am capable to fit my company's values. | 156.0350 | 1562.434 | .931 | .990 |
| 35. My boss acknowledge my works. | 156.1190 | 1564.755 | .893 | .990 |
| 36. My colleague acknowledge my works. | 156.0910 | 1564.648 | .894 | .990 |
| 37. I live with purpose. | 155.6930 | 1554.916 | .843 | .990 |
| 38. Mostly, I always set target (projected result) before I start doing my work. | 156.1473 | 1565.452 | .795 | .990 |
| 39. Most of my works finished on time because I have planned it previously. | 155.8080 | 1561.286 | .837 | .990 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | 155.8437 | 1553.934 | .792 | .990 |
| 41. I have goal to be achieved in my works. | 155.5883 | 1550.106 | .877 | .990 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | 155.4453 | 1548.390 | .867 | .990 |

| | | | | |
|---|---|---|---|---|
| 43. I always try to find the best path to allow me finish my work excellently. | 155.4557 | 1551.160 | .860 | .990 |
| 44. I tend to set up some steps of making my works done properly and in the given time. | 155.7033 | 1557.168 | .847 | .990 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | 155.6827 | 1552.056 | .849 | .990 |
| 46. Improvement upon the knowledge of my works is important. | 155.3583 | 1551.859 | .780 | .990 |
| 47. Improvement upon the skill of my works is important. | 155.2257 | 1547.343 | .855 | .990 |
| 48. I continually increase the potency inside my self through every single work given to me. | 155.3790 | 1546.274 | .899 | .990 |
| 49. My works allow me to experience continually development upon my self. | 155.4940 | 1551.551 | .869 | .990 |
| 50. My manager reviews my progress. | 155.8433 | 1557.131 | .807 | .990 |
| 51. I have opportunity to learn at my work. | 155.5783 | 1557.631 | .706 | .991 |
| 52. I know someone at work who encourages my development. | 156.1090 | 1563.374 | .781 | .990 |
| 53. I am seeing my self as a better person since I worked here. | 155.9023 | 1561.259 | .859 | .990 |
| 54. I keep learning from my previously done works, even if it is a failure. | 155.6547 | 1552.888 | .849 | .990 |

## Factor Analysis

First Test

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .362 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 2.983E3 |
| | df | 1431 |
| | Sig. | .000 |

Anti-Image Correlation Test resulted on 8 variables with MSA (Measures of Sampling Adequacy) > 0.5. They are:

## Anti-image Matrices

| Variable | Value |
|---|---|
| 2. I am worthy as others. | 0.633 |
| 10. I am willing to share my time with others. | 0.504 |
| 20. I am able to resist social pressures. | 0.504 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | 0.522 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | 0.734 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | 0.502 |
| 51. I have opportunity to learn at my work. | 0.694 |
| 54. I keep learning from my previously done works, even if it is a failure. | 0.539 |

**Second Test**

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .735 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 114.522 |
| | df | 28 |
| | Sig. | .000 |

**Anti-image Matrices**

| | | 2. I am worthy as others. | 10. I am willing to share my time with others. | 20. I am able to resist social pressures. | 40. Mostly, I always get the purpose of the job before I start to work with it. | 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | 45. I clearly understand my roles and responsibility as an employee in this company. | 51. I have opportunity to learn at my work. | 54. I keep learning from my previously done works, even if it is a failure. |
|---|---|---|---|---|---|---|---|---|---|
| Anti-image Covariance | 2. I am worthy as others. | .678 | -.199 | -.238 | -.113 | -.038 | -.118 | .019 | .048 |
| | 10. I am willing to share my time with others. | -.199 | .779 | .115 | -.032 | -.065 | .013 | .056 | -.167 |
| | 20. I am able to resist social pressures. | -.238 | .115 | .802 | .143 | .030 | -.092 | -.145 | -.029 |
| | 40. Mostly, I always get the purpose of the job before I start to work with it. | -.113 | -.032 | .143 | .619 | .023 | -.150 | -.267 | -.054 |
| | 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | -.038 | -.065 | .030 | .023 | .632 | -.203 | .004 | -.193 |

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| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 45. I clearly understand my roles and responsibility as an employee in this company. | -.118 | .013 | -.092 | -.150 | -.203 | .554 | -.015 | -.097 |
| | 51. I have opportunity to learn at my work. | .019 | .056 | -.145 | -.267 | .004 | -.015 | .702 | -.109 |
| | 54. I keep learning from my previously done works, even if it is a failure. | .048 | -.167 | -.029 | -.054 | -.193 | -.097 | -.109 | .628 |
| Anti-image Correlation | 2. I am worthy as others. | .718[a] | -.274 | -.322 | -.175 | -.058 | -.192 | .028 | .074 |
| | 10. I am willing to share my time with others. | -.274 | .710[a] | .145 | -.046 | -.093 | .020 | .075 | -.238 |
| | 20. I am able to resist social pressures. | -.322 | .145 | .509[a] | .203 | .042 | -.138 | -.193 | -.041 |
| | 40. Mostly, I always get the purpose of the job before I start to work with it. | -.175 | -.046 | .203 | .709[a] | .036 | -.256 | -.406 | -.086 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | -.058 | -.093 | .042 | .036 | .778a | -.343 | .005 | -.306 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | -.192 | .020 | -.138 | -.256 | -.343 | .796a | -.024 | -.165 |
| 51. I have opportunity to learn at my work. | .028 | .075 | -.193 | -.406 | .005 | -.024 | .702a | -.164 |
| 54. I keep learning from my previously done works, even if it is a failure. | .074 | -.238 | -.041 | -.086 | -.306 | -.165 | -.164 | .796a |

a. Measures of Sampling Adequacy(MSA)

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 3.034 | 37.929 | 37.929 | 3.034 | 37.929 | 37.929 | 2.084 | 26.046 | 26.046 |
| 2 | 1.155 | 14.434 | 52.363 | 1.155 | 14.434 | 52.363 | 1.759 | 21.991 | 48.036 |
| 3 | 1.047 | 13.087 | 65.450 | 1.047 | 13.087 | 65.450 | 1.393 | 17.414 | 65.450 |
| 4 | .835 | 10.439 | 75.889 | | | | | | |
| 5 | .666 | 8.331 | 84.220 | | | | | | |
| 6 | .458 | 5.725 | 89.945 | | | | | | |
| 7 | .428 | 5.355 | 95.300 | | | | | | |
| 8 | .376 | 4.700 | 100.000 | | | | | | |

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | .777 | .036 | .039 |
| 54. I keep learning from my previously done works, even if it is a failure. | .706 | -.271 | -.055 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | .679 | -.283 | .144 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | .660 | .020 | -.491 |
| 2. I am worthy as others. | .615 | .252 | .426 |
| 20. I am able to resist social pressures. | .322 | .761 | .383 |
| 10. I am willing to share my time with others. | .489 | -.497 | .350 |
| 51. I have opportunity to learn at my work. | .560 | .331 | -.574 |

Extraction Method: Principal Component Analysis.

    a.    3 Components Extracted

    a.    Rotation converged in 5 iteration

**Rotated Component Matrix<sup>a</sup>**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| 10. I am willing to share my time with others. | .774 | -.096 | -.006 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | .705 | .226 | .119 |
| 54. I keep learning from my previously done works, even if it is a failure. | .645 | .399 | .032 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | .543 | .442 | .342 |
| 51. I have opportunity to learn at my work. | -.012 | .853 | .158 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | .278 | .775 | .004 |
| 20. I am able to resist social pressures. | -.095 | .080 | .902 |
| 2. I am worthy as others. | .437 | .101 | .650 |

Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization

**Split Analysis**

**KMO Bartlett's Test**

Part I (case 1 – 33)

**KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .624 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 67.166 |
| | df | 28 |
| | Sig. | .000 |

Part II (case 33 – 65)

**KMO and Bartlett's Test**

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .692 |
|---|---|---|
| Bartlett's Test of Sphericity | Approx. Chi-Square | 70.333 |
| | df | 28 |
| | Sig. | .000 |

**Total Variance Explained**

Part I

**Total Variance Explained**

| Compon ent | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 2.851 | 35.640 | 35.640 | 2.851 | 35.640 | 35.640 | 2.344 | 29.301 | 29.301 |
| 2 | 1.567 | 19.591 | 55.232 | 1.567 | 19.591 | 55.232 | 1.709 | 21.357 | 50.658 |
| 3 | 1.039 | 12.991 | 68.223 | 1.039 | 12.991 | 68.223 | 1.405 | 17.565 | 68.223 |
| 4 | .828 | 10.347 | 78.570 | | | | | | |
| 5 | .677 | 8.459 | 87.029 | | | | | | |
| 6 | .469 | 5.861 | 92.890 | | | | | | |
| 7 | .341 | 4.264 | 97.155 | | | | | | |
| 8 | .228 | 2.845 | 100.000 | | | | | | |

Extraction Method: Principal Component Analysis.

Part II

**Total Variance Explained**

| Compon ent | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 3.106 | 38.829 | 38.829 | 3.106 | 38.829 | 38.829 | 2.609 | 32.611 | 32.611 |
| 2 | 1.362 | 17.022 | 55.851 | 1.362 | 17.022 | 55.851 | 1.562 | 19.528 | 52.139 |
| 3 | 1.210 | 15.128 | 70.979 | 1.210 | 15.128 | 70.979 | 1.507 | 18.840 | 70.979 |
| 4 | .727 | 9.083 | 80.062 | | | | | | |
| 5 | .514 | 6.430 | 86.492 | | | | | | |
| 6 | .442 | 5.521 | 92.014 | | | | | | |
| 7 | .361 | 4.518 | 96.531 | | | | | | |
| 8 | .277 | 3.469 | 100.000 | | | | | | |

Extraction Method: Principal Component Analysis.

**Rotated Component Matrix**

Part I

**Rotated Component Matrix[a]**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| 2. I am worthy as others. | .029 | .126 | .913 |
| 10. I am willing to share my time with others. | .133 | .577 | .284 |
| 20. I am able to resist social pressures. | .388 | -.677 | .473 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | .230 | .863 | .122 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | .874 | -.070 | -.039 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | .801 | .169 | .187 |
| 51. I have opportunity to learn at my work. | .467 | .325 | .452 |
| 54. I keep learning from my previously done works, even if it is a failure. | .706 | .130 | .107 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

Part II

**Rotated Component Matrix[a]**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| 2. I am worthy as others. | .395 | -.038 | .772 |
| 10. I am willing to share my time with others. | .650 | -.196 | .449 |
| 20. I am able to resist social pressures. | -.244 | .325 | .810 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | .335 | .739 | .204 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | .819 | .150 | .026 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | .750 | .264 | .101 |
| 51. I have opportunity to learn at my work. | .084 | .861 | .001 |
| 54. I keep learning from my previously done works, even if it is a failure. | .786 | .195 | -.028 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

**Component Matrix**

Part I

**Component Matrix<sup>a</sup>**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| 2. I am worthy as others. | .477 | -.072 | .786 |
| 10. I am willing to share my time with others. | .435 | -.478 | .120 |
| 20. I am able to resist social pressures. | .301 | .790 | .344 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | .540 | -.714 | -.104 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | .680 | .383 | -.402 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | .803 | .142 | -.200 |
| 51. I have opportunity to learn at my work. | .700 | -.115 | .160 |
| 54. I keep learning from my previously done works, even if it is a failure. | .675 | .141 | -.226 |

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Part II

**Component Matrix[a]**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| 2. I am worthy as others. | .601 | .181 | .600 |
| 10. I am willing to share my time with others. | .638 | -.232 | .450 |
| 20. I am able to resist social pressures. | .216 | .779 | .410 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | .645 | .413 | -.335 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | .760 | -.325 | -.100 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | .774 | -.173 | -.117 |
| 51. I have opportunity to learn at my work. | .407 | .517 | -.561 |
| 54. I keep learning from my previously done works, even if it is a failure. | .730 | -.308 | -.170 |

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

# Component Transformation Matrix

Part I

**Component Transformation Matrix**

| Component | 1 | 2 | 3 |
|---|---|---|---|
| 1 | .825 | .342 | .449 |
| 2 | .365 | -.930 | .038 |
| 3 | -.431 | -.132 | .893 |

Extraction Method: Principal Component
Analysis.
 Rotation Method: Varimax with Kaiser
Normalization.

Part II

**Component Transformation Matrix**

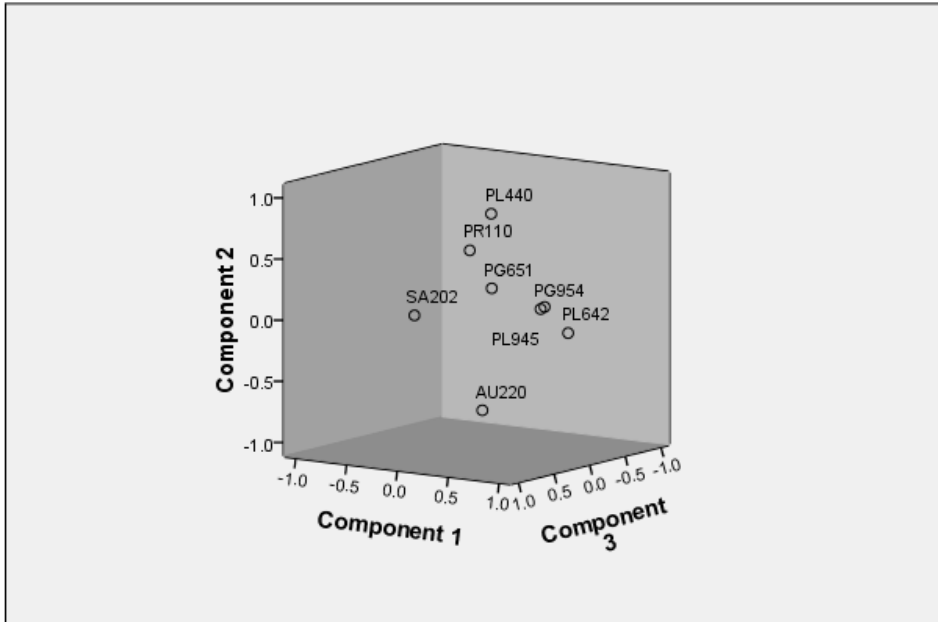| Component | 1 | 2 | 3 |
|---|---|---|---|
| 1 | .846 | .389 | .365 |
| 2 | -.533 | .652 | .539 |
| 3 | -.028 | -.651 | .759 |

Extraction Method: Principal Component
Analysis.
 Rotation Method: Varimax with Kaiser
Normalization.
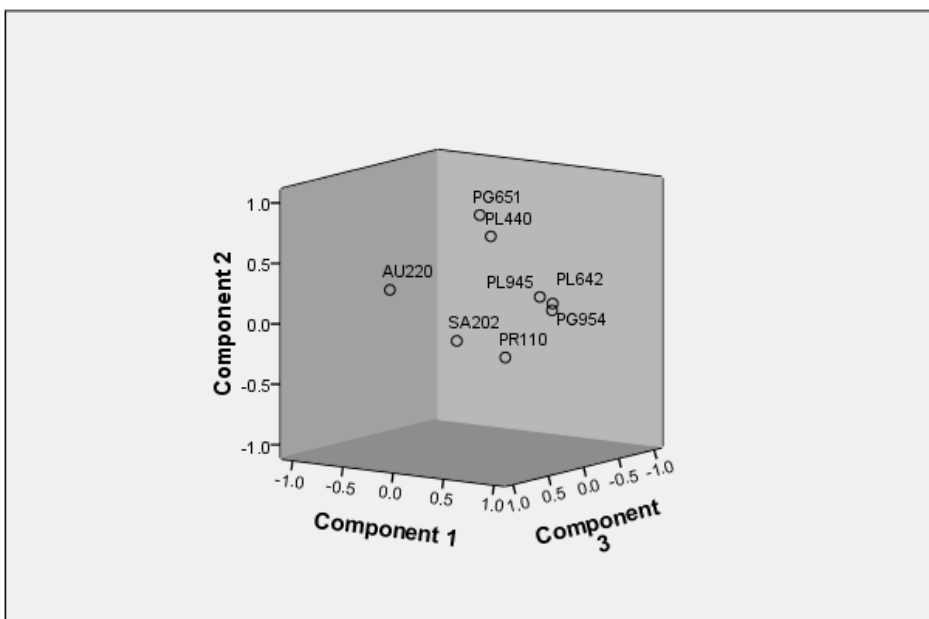
**Component Plot in Rotated Space**

Part I

Component Plot in Rotated Space



Part II

Component Plot in Rotated Space

**All Cases**

**KMO and Bartlett's Test**

| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .729 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 122.917 |
| | df | 28 |
| | Sig. | .000 |

**Communalities**

| | Initial | Extraction |
|---|---|---|
| 2. I am worthy as others. | 1.000 | .615 |
| 10. I am willing to share my time with others. | 1.000 | .671 |
| 20. I am able to resist social pressures. | 1.000 | .835 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | 1.000 | .631 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | 1.000 | .565 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | 1.000 | .632 |
| 51. I have opportunity to learn at my work. | 1.000 | .721 |
| 54. I keep learning from my previously done works, even if it is a failure. | 1.000 | .585 |

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 3.079 | 38.491 | 38.491 | 3.079 | 38.491 | 38.491 | 1.940 | 24.245 | 24.245 |
| 2 | 1.138 | 14.230 | 52.722 | 1.138 | 14.230 | 52.722 | 1.926 | 24.073 | 48.317 |
| 3 | 1.038 | 12.974 | 65.695 | 1.038 | 12.974 | 65.695 | 1.390 | 17.378 | 65.695 |
| 4 | .900 | 11.247 | 76.942 | | | | | | |
| 5 | .644 | 8.047 | 84.989 | | | | | | |
| 6 | .456 | 5.704 | 90.693 | | | | | | |
| 7 | .420 | 5.246 | 95.939 | | | | | | |
| 8 | .325 | 4.061 | 100.000 | | | | | | |

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| 2. I am worthy as others. | .583 | .285 | .440 |
| 10. I am willing to share my time with others. | .466 | -.483 | .469 |
| 20. I am able to resist social pressures. | .337 | .795 | .300 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | .656 | -.053 | -.445 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | .717 | -.207 | .089 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | .794 | .037 | -.013 |
| 51. I have opportunity to learn at my work. | .572 | .256 | -.573 |
| 54. I keep learning from my previously done works, even if it is a failure. | .710 | -.284 | -.014 |

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

**Rotated Component Matrix**<sup>a</sup>

| | Component | | |
|---|---|---|---|
| | 1 | 2 | 3 |
| 2. I am worthy as others. | .424 | .093 | .653 |
| 10. I am willing to share my time with others. | .813 | -.101 | .008 |
| 20. I am able to resist social pressures. | -.102 | .098 | .903 |
| 40. Mostly, I always get the purpose of the job before I start to work with it. | .245 | .756 | -.003 |
| 42. I put my past experience as a lesson of life to bring me closer to achieve my goal. | .631 | .381 | .145 |
| 45. I clearly understand my roles and responsibility as an employee in this company. | .489 | .538 | .322 |
| 51. I have opportunity to learn at my work. | -.052 | .834 | .152 |
| 54. I keep learning from my previously done works, even if it is a failure. | .622 | .444 | .033 |

Extraction Method: Principal Component Analysis.

 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

**Component Transformation Matrix**

| Component | 1 | 2 | 3 |
|---|---|---|---|
| 1 | .652 | .659 | .376 |
| 2 | -.586 | .124 | .801 |
| 3 | .481 | -.742 | .467 |

**Component Transformation Matrix**

| Component | 1 | 2 | 3 |
|---|---|---|---|
| 1 | .652 | .659 | .376 |
| 2 | -.586 | .124 | .801 |
| 3 | .481 | -.742 | .467 |

Extraction Method: Principal Component
Analysis.
 Rotation Method: Varimax with Kaiser
Normalization.

## Component Plot in Rotated Space